



# ENIGMAS OF HISTORY - Australian Curriculum Correlations (based on the 7-8 Australian Curriculum in History)

YEAR	YEAR LEVEL FOCUS - KEY QUESTIONS	HISTORY CURRICULUM TOPICS – KNOWLEDGE AND UNDERSTANDING	CORRELATIONS TO “ENIGMAS OF HISTORY”
Year 7	<p><b>The Ancient World</b> The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately <b>60 000 BC (BCE) – c.650 AD (CE)</b></p> <ul style="list-style-type: none"> <li>• How do we know about the ancient past?</li> <li>• Why and where did the earliest societies develop?</li> <li>• What emerged as the defining characteristics of ancient societies?</li> <li>• What have been the legacies of ancient societies?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya)</b> includes the following:</li> <li>• the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.</li> <li>• the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</li> <li>• key features of ancient societies (farming, trade, social classes, religion, rule of law)</li> </ul>	<p><b>The Secrets in Ancient Tombs</b> <b>Searching for Atlantis</b> <b>The Mysteries of the Maya</b> <b>The Secrets of the Pharaohs</b> <b>The Mysteries of the Trojan War</b></p>
		<p><b>Depth Study 1. Investigating the ancient past:</b></p> <ul style="list-style-type: none"> <li>• How historians and archaeologists investigate history, including excavation and archival research</li> <li>• The range of sources that can be used in an historical investigation, including archaeological and written sources</li> <li>• <b>The 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</b></li> </ul>	<p><b>The Secrets in Ancient Tombs</b> <b>Searching for Atlantis</b> <b>The Mysteries of the Maya</b> <b>The Mysteries of Easter Island</b> <b>The Secrets of the Pharaohs</b> <b>The Mysteries of Stonehenge</b> <b>The Mysteries of the Trojan War</b></p>
		<p><b>Depth Study 2. The Mediterranean world: Egypt</b> Students investigate ONE of these Mediterranean societies in depth: <b>Egypt</b> or <b>Greece</b> or Rome.</p> <ul style="list-style-type: none"> <li>• Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion</li> <li>• The 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</li> <li>• 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</li> <li>• The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II</li> </ul>	<p><b>The Secrets in Ancient Tombs</b> <b>The Secrets of the Pharaohs</b></p>

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Year 7		<p><b>Depth Study 2. The Mediterranean world: Greece</b></p> <ul style="list-style-type: none"> <li>• Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion</li> <li>• The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs</li> <li>• Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars)</li> <li>• The role of a significant individual in ancient Greek history such as Leonidas or Pericles</li> </ul>	<p><b>Searching for Atlantis</b>  <b>The Mysteries of the Trojan War</b></p>
Year 8	<p><b>The Ancient to the Modern World</b></p> <p>The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, <b>c.650 AD (CE) – 1750</b></p> <ul style="list-style-type: none"> <li>• How did societies change from the end of the ancient period to the beginning of the modern age?</li> <li>• What key beliefs and values emerged and how did they influence societies?</li> <li>• What were the causes and effects of contact between societies in this period?</li> <li>• Which significant people, groups and ideas from this period have influenced the world today?</li> </ul>	<p><b>Overview content for the ancient to modern world</b> (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:</p> <ul style="list-style-type: none"> <li>• Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</li> </ul> <p><b>Depth Study 1. Medieval Europe (c.590 – c.1500)</b></p> <ul style="list-style-type: none"> <li>• The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society</li> <li>• Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture,</li> <li>• Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce</li> <li>• The dominance of the Catholic Church and the role of significant individuals</li> </ul> <p><b>Depth Study 2. The Polynesian expansion across the Pacific (c.700 – 1756)</b></p> <ul style="list-style-type: none"> <li>• Theories about the origin and spread of Polynesian settlers throughout the Pacific</li> <li>• 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)</li> <li>• The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island</li> <li>• 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.</li> </ul>	<p><b>The Legend of King Arthur</b>  <b>The Mysteries of Easter Island</b></p> <p><b>The Legend of King Arthur</b></p> <p><b>The Mysteries of Easter Island</b></p>