

DISCOVERING  
**ANCIENT  
EGYPT**

**Ancient History | Senior syllabus**

**Unit 1: Investigating the Ancient World**

Teacher resource

## **Acknowledgement of Country**

Queensland Museum acknowledges the First Peoples — the Traditional Custodians of the lands, waters and sky where we live and work. We honour their unbroken connection to Country, culture, and community. We pay respect to Elders past, present and future. We recognise our shared history and commit to embedding First Nations voices in Queensland's continuing story.

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# Discovering Ancient Egypt

What is Ancient Egypt? Ancient Egypt doesn't just refer to the way the land mass or borders of a geographical location in Africa looked long ago. It was what we call a civilisation — a society of people with a culture and way of life — that existed for over three thousand years. Ancient Egyptian civilisation is very old. It predates the first Chinese dynasty, as well as Mayan, Aztec, Ancient Greek and Ancient Roman civilisations.

Even though this impressive civilisation ended more than two thousand years ago, we can still learn so much about how people lived.

But how?

Ancient Egyptians were prolific and skilled artisans and engineers who made many magnificent monuments (like the pyramids), iconic works of art (seen the Mask of Tutankhamun?) as well as ornate objects like scrolls, jewellery, musical instruments and coffins. Remarkably, many of these artefacts have survived and thanks to careful excavation, collection, 3D-scanning technology and a lot of research, we can continue to put together a history that fascinates modern society.

For thousands of years, Ancient Egyptian pharaohs, dynasties and empires rose to power and fell in defeat. Ancient Egypt pioneered agriculture, architecture, engineering, fermentation, medicine and perhaps most famously, mummification. Civilians lived full lives — creating, worshipping, celebrating, playing and contributing to their communities. How much has life changed for us today?

What else will you discover as you visit and interact with [Discovering Ancient Egypt?](#)

## School programs

### A Deep Dive into Egyptology: With Dr Jasmine Day

#### Ancient Egyptian mythology

Years 10–12 students and their teachers have a special opportunity to spend a day at the Queensland Museum. Join a fascinating talk by anthropologist and Egyptologist Dr Jasmine Day — author, presenter of Egypt's *Unexplained Files* and expert on Egyptian mummies followed by admission to [Discovering Ancient Egypt](#). Discover Egypt's ancient legends of creation, death and resurrection. Tales of Ra, Osiris, Isis and Horus will unlock the meanings of the art, religion and funerary practices of ancient Egypt.

**Curriculum links:** Ancient History Unit 1, 2, 3, 4

**Date:** 13 February 2025

**Time:** 11:00 am

**Cost:** \$24 per student, which includes entry to *Discovering Ancient Egypt*.

To book, please use this [QTIX school bookings form](#).

# Visiting Queensland Museum Kurilpa

## Important information

[Discovering Ancient Egypt](#) opens Friday 25 October 2024 and runs until Sunday 17 August 2025. The exhibition is located at Queensland Museum Kurilpa (QMK) on Level 3. You can download a [site map here](#).

For information about school visits, including getting here, timing your visit, supervision and group size, cost and invoicing and facilities and services, [visit our website](#). For convenience, this page also includes links to download a risk assessment and certificate of currency, as well as order lunch packs.

For groups of 10+ students or children, please use this [school booking form](#).

## Learning resources

To enrich this experience, Queensland Museum [learning resources](#) may be accessed. Creating a free account means you can save, sort, manage and share your favourite resources (including audio and video, objects, events, fact sheets, images, learning resources and loan kits).

[QM Loans](#) is Queensland Museum's object library that suits Queensland schools and early years. The QM Loans collection features kits and sets of museum objects to support the Australian curriculum, early learning and community engagement. We have 24 locations across Queensland to collect and return your education loans kits, including Queensland Museum Rail Workshops (Ipswich), Queensland Museum Cobb+Co (Toowoomba) and Queensland Museum Tropics (Townsville).

## Other learning opportunities

### Future Makers

*Future Makers* is an innovative partnership between Queensland Museum and Shell's QGC business aiming to increase students' uptake of and performance in STEM-related subjects and careers. It also provides curriculum-aligned learning resources and strategies to inspire teachers and increase confidence delivering STEM activities in the classroom. Find out about workshops, online courses, events and resources [here](#).

## Curriculum links

This resource is aligned with Queensland Curriculum and Assessment Authority (QCAA) [Ancient History 2025 v1.1](#)<sup>i</sup>.

### Key inquiry questions

- What types of sources are important for developing an understanding of the Ancient World?
- What issues of evidence are important to consider when investigating the Ancient World?
- How does archaeological evidence contribute to an understanding of the Ancient World?

### Key conceptual understandings

- the nature of evidence, reliability and usefulness of sources
- custodianship of the past
- interpretations, representations and perspectives
- continuity and change
- significance.

### Unit objectives

1.	devise historical questions and conduct research in relation to the Ancient World
2.	comprehend terms, concepts and issues about the Ancient World
3.	analyse evidence from historical sources about the Ancient World
4.	evaluate the usefulness and reliability of evidence from historical sources about the Ancient World
5.	synthesise evidence from historical sources to develop historical arguments and decisions about the Ancient World
6.	create responses that communicate to suit purpose about the Ancient World

## Teacher notes

This resource is designed in response to a school visit to [Discovering Ancient Egypt](#). The exhibition provides engagement with historical sources to support contextual or concluding study for Topic 1 and Topic 2.

### Topic 1: Digging up the past

- While visiting *Discovering Ancient Egypt*, students explore how evidence from historical sources has been interpreted to construct an understanding of Ancient Egypt dynasties and kingdoms.
- A key focus of this exhibition is the history and importance of discovery, as well as the ongoing role of museums in documenting and presenting ancient cultures.

### Topic 2: Features of ancient societies

*Discovering Ancient Egypt* features more than 200 objects, as well as interactive media, 3D light projections and CT scans. Students consider evidence from these sources to explore one of the following societal features in the context of a chosen Ancient Egyptian dynasty or kingdom:

- beliefs, rituals and funerary practices
- the family
- lives of women
- slavery
- art and/or architecture
- weapons and warfare
- technology and engineering
- entertainment and leisure
- another societal feature, provided there are sufficient sources for a depth study.

# Subject matter

## Topic 1: Digging up the past

### Contextual study

Develop understandings about:

- the nature and range of sources available for understanding the Ancient World, including primary and secondary sources, ancient and modern sources, archaeological sources, and literary and non-literary sources.

### Concluding study

Reflect on:

- contemporary issues around the discovery, treatment and preservation of archaeological evidence
- the contribution of museums to an understanding of the Ancient World and whose past is represented in museum displays and exhibitions
- modern cultural depictions of archaeology, archaeologists and historians, e.g. in literature or films.

## Topic 2: Features of ancient societies

### Contextual study

Develop understandings about:

- the origins of the society up to the period that is the focus for the historical inquiry, through a broad chronological overview
- the geographical location of the society, the nature of the environment and its influence on the society
- society and culture, political institutions and economic activities
- key historical sources for the society, including primary and secondary sources, ancient and modern sources, archaeological sources, and literary and non-literary sources.

### Concluding study

Reflect on:

- the significance, impact or legacy of particular societal features.

## Questioning and research

Locate and select historical sources from the *Discovering Ancient Egypt* exhibition that contribute evidence to answering historical questions.

To assist planning prior to the school visit, note that the exhibition is organised into four key sections:

**Exploring Ancient Egypt** — the history and importance of Egyptology and notable discoveries

**The sands of time** — a timeline of Egyptian dynasties and changes across history

**Life in Ancient Egypt** — how everyday Ancient Egyptians lived

**Journey to the afterlife** — life after death and how Ancient Egyptians chose to honour death (**Note:** this section includes mummified remains)

### Key inquiry question

- Prior to visiting the exhibition, students develop a key inquiry question to drive their historical investigation.
- The question should apply one or more of the historical concepts (evidence, perspectives, interpretations and contestability, continuity and change, cause and effect, and significance) and reflect a scope and scale appropriate for the task. **Note:** Visiting sessions are 1 hour.

### Sub-questions

- Develop 3–5 sub-questions that support the development of an answer to the key inquiry question.
- Sub-questions can be developed prior to the visit or be conceived or adapted during the visit, as students determine the availability of sources and relevant evidence.

### Using historical sources

- Select evidence from 4–6 relevant historical sources.
- Analyse historical sources by considering relevant features of evidence (attributes of information obtained from sources that are useful for the inquiry).
- Make judgments about the usefulness of historical sources, considering if and how the evidence from the sources assists in answering historical questions.
- Make judgments about the reliability of historical sources, considering the degree to which the evidence can be trusted.
- Acknowledge perspectives in historical sources.

## Endnotes

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<sup>i</sup> Queensland Curriculum & Assessment Authority (QCAA) (2024). *Ancient History general senior syllabus 2025 v1.1*, <https://www.qcaa.qld.edu.au/senior/senior-subjects/humanities-social-sciences/ancient-history>.

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