

## ***Museum Meet Up: History (The Ancient World) & Sustainability***

### Australian Curriculum links

*Museum Meet Up* supports the Australian History Curriculum (v 8.4 and v 9.0) with integrated learnings across the curriculum.

This school program is also designed to provide authentic examples of **Science as a Human Endeavour** and both **Science Inquiry Skills**, by showcasing Queensland Museum’s collections and research.

The whole-group workshop integrates **Drama** in learning through storytelling and role-play, based on historical evidence.

Museum learning programs also provide examples of **Technologies** used in research to investigate and interpret information. Technologies *production and processes* are demonstrated with **Media Arts** through design elements used to engage and communicate with museum audiences.

*Museum Meet Up* can provide opportunities to develop General Capabilities in **Critical and Creative Thinking, ICT Capability/Digital Literacy**.

### **HISTORY Year 7 (v8.4)**

#### **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?

#### **Overview of the ancient world**

- The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)
- Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)

#### **Depth Studies - Egypt**

- How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)
- The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

#### **Depth Studies - Investigating the ancient past**

- Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)
- Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)
- 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)

#### **Historical Skills**

- Identify a range of questions about the past to inform a historical inquiry (ACHHS207)

- Identify the origin and purpose of primary and secondary sources (ACHHS209)
- Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

**Historical Knowledge and Understanding**

- How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

**SCIENCE Yrs 7 (v8.4)****Science as a Human Endeavour**

- Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119)
- Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)
- Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)

**HISTORY Year 7 (v9.0)****The Ancient World**

- The different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past (AC9HH7K08)
- The organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society (AC9HH7K10)
- Key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs (AC9HH7K11)

**Historical Skills**

- Develop historical questions about the past to inform historical inquiry (AC9HH7S01)
- Locate and identify primary and secondary sources to use in historical inquiry (AC9HH7S02)
- Identify the origin, content, context and purpose of primary and secondary sources (AC9HH7S03)
- Identify perspectives, attitudes and values of the past in sources (AC9HH7S06)

**SCIENCE Years 7 (v9.0)****Science as a Human Endeavour**

- Explain how new evidence or different perspectives can lead to changes in scientific knowledge (AC9S7H01)
- Explore the role of science communication in informing individual viewpoints and community policies and regulations (AC9S7H04)

## Science Inquiry (by example)

- Plan and conduct reproducible investigations to answer questions and test hypotheses, including identifying variables and assumptions and, as appropriate, recognising and managing risks, considering ethical issues and recognising key considerations regarding heritage sites and artefacts on Country/Place (AC9S7I02)
- Analyse methods, conclusions and claims for assumptions, possible sources of error, conflicting evidence and unanswered questions (AC9S7I06)
- Construct evidence-based arguments to support conclusions or evaluate claims and consider any ethical issues and cultural protocols associated with using or citing secondary data or information (AC9S7I07)