



## **SAMPLE COURSE OUTLINE**

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**ANCIENT HISTORY (EGYPT)**

**ATAR YEAR 12**

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## Sample course outline

### Ancient History (Egypt) – ATAR Year 12

#### Semester 1 – Unit 3 – Power and authority

This outline is based on the Elective 1 – Egypt: From Tetisheri to Tuthmosis III

Week	Syllabus content	Suggested teaching points
1–2	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>Essential to an understanding of this period are:</p> <p><b>The historical geographical and political context</b></p> <p>An overview of</p> <ul style="list-style-type: none"> <li>• the geography of the Nile Valley, the Faiyum and the Delta, the Black Land of the Nile floodplain and the Red Land of the desert</li> <li>• the importance of inundation of the Nile</li> <li>• the location of Egypt in relation to the wider area of Syria-Palestine, the great powers and city-states of the Near East, and the country of Nubia</li> <li>• the division of Egyptian history into kingdoms, intermediate periods and dynasties</li> <li>• the nature of power and authority at the beginning of the New Kingdom, including <ul style="list-style-type: none"> <li>▪ the nature of the dual Kingship of Upper and Lower Egypt</li> <li>▪ nomes and nomarchs as part of the political structure of the country</li> <li>▪ the role and status of pharaoh/royalty, viziers nobility, scribes, artisans, agricultural workers</li> <li>▪ religion (the pharaoh as divine ruler, the son of Re and upholder of ma'at; the role/s and importance of Amun and Re)</li> </ul> </li> <li>• the key material, pictorial and written sources for the period, both ancient and modern, including human remains, tombs, cult and mortuary temples, obelisks, shrines, statues, reliefs, stelae, papyri, ostraca, inscriptions, tomb paintings and reliefs, and other artefacts</li> </ul> <p>Note: there is variability in the spelling of Egyptian names, and the dating of Egyptian chronology. Regnal years are used in Egyptian chronology.</p>	<ul style="list-style-type: none"> <li>• Examine the geography of Ancient Egypt, including the Upper (Nile Valley) and Lower (Faiyum) regions of Egypt; the significant cities and locations, including Thebes, Karnak, Abydos, Memphis, Heliopolis, Abu Simbel, Deir el Medina.</li> <li>• Provide a brief history of the division of Kingdoms/Intermediate Periods/Dynasties, including a discussion of the role modern historians have played in these divisions and the role ancient sources (primary sources), such as the Kings Lists, play.</li> <li>• Identify the main social groups, including a social pyramid/hierarchy with the pharaoh at the top with absolute power over a highly centralised government led by the vizier, nobles and high officials next, followed by lesser officials, skilled craftsmen/tradesmen, peasant farmers and agricultural workers and lastly slaves.</li> <li>• Begin compiling a glossary of key terms.</li> <li>• Examine the iconography and regalia of the pharaoh and the iconography of his new role as warrior pharaoh, including the double crown, khepresh, association with Montu, depiction as excellent in battle, use of khopesh, composite bow and chariots.</li> <li>• Examine how the economy was dependent on Nile flooding; however, due to increased military and expansionist activity in the New Kingdom, trade, tribute and booty began to play an important role.</li> <li>• Examine how the military grew and developed in this time as a result of the Hyksos occupation. Prior to the Hyksos occupation, the military was a militia style army; after the occupation, it developed into a professional army.</li> <li>• Examine how there was a large Egyptian pantheon of gods in the New Kingdom; however, Amun rose to be the most influential.</li> </ul>

Week	Syllabus content	Suggested teaching points
3–4	<p><b>The ancient historical narrative</b></p> <p><b>Expulsion of the Hyksos, reunification of Egypt under Theban leadership and the establishment of the 18th dynasty</b></p> <ul style="list-style-type: none"> <li>• the family tree of the Theban rulers from Tetisheri to Amenhotep I</li> <li>• the role of 17th and 18th dynasty rulers (Seqenenre Tao II, Kamose and Ahmose, Amenhotep I) and the role of the queens (Tetisheri, Ahhotep and Ahmose Nefertari) in the expulsion of the Hyksos and the establishment of the 18th dynasty, including: <ul style="list-style-type: none"> <li>▪ the evidence for the quarrel between Apophis and Seqenenre Tao II; the evidence for the death and the mummification of Seqenenre Tao II</li> <li>▪ the wars led by Kamose against the Hyksos, including evidence from the military base at Deir el Ballas, Kamose’s account of events and Kamose’s burial</li> <li>▪ the wars led by Ahmose against the Hyksos, including evidence from the military base at Deir el Ballas, biographies of Ahmose, son of Ebana, and Ahmose Pennekhbet and the differing evidence for the expulsion of the Hyksos, including the archaeological evidence from Avaris and the evidence recorded by the Egyptians</li> <li>▪ the roles of women in the wars against the Hyksos and the establishment of the 18th dynasty, including Tetisheri, Ahhotep and Ahmose Nefertari; the evidence from Ahhotep’s coffin and grave goods; the Ahmose Karnak stele; the Ahmose Abydos Donation Stele</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Examine Tetisheri’s position as the matriarch of the dynasty, often considered the founder of the 18th dynasty.</li> <li>• Refer to the ‘Hippopotamus’ letter from Apophis to Seqenenre Tao II and various interpretations, bringing in other evidence that warfare began during Seqenenre Tao II’s rule by looking at his mummy.</li> <li>• Examine the military techniques the Hyksos used and introduced to Egypt, and how they impacted the Egyptians (who eventually adopted these techniques/weapons).</li> <li>• Refer to the biographies of Ahmose Pennekhbet and Ahmose, son of Ebana, and their usefulness/reliability in understanding the expulsion of the Hyksos, particularly as a source for the battles Pharaoh Ahmose was involved in and his role in ‘finishing’ the expulsion of the Hyksos.</li> <li>• Examine the grave goods of Ahhotep in detail, identify their significance and what information they provide about the role she played in the expulsion of the Hyksos.</li> <li>• Examine the wars led by Ahmose and the impact they had on Egyptian mindsets (i.e. ‘isolationism’ to ‘empire’).</li> <li>• Examine how God’s Wife of Amun was a new title first given to Ahmose Nefertari, but then used by later queens. It was accompanied by vast estates, a harem of Amun, and power and significance for the Queens who held this title in their own right.</li> <li>• Examine how women grew in significance/importance as matriarchs, in the military, and through new roles in relation to the cult of Amun.</li> </ul> <p><b>Task 1: Short answer (Week 4)</b></p>
5–6	<p><b>Expulsion of the Hyksos, reunification of Egypt under Theban leadership and the establishment of the 18th dynasty (continued)</b></p> <ul style="list-style-type: none"> <li>• religious beliefs, including the growing dominance of the god Amun; the growing prominence of Karnak Temple; the significance of the position of God’s Wife of Amun given to Queen Ahmose Nefertari and subsequently to other senior royals</li> </ul>	<ul style="list-style-type: none"> <li>• Examine how the cult of Amun grew in significance and power in this time period, and this power became interconnected with that of the pharaoh and royal family.</li> <li>• Examine the Karnak temple and the many additions made to it by pharaohs of the time period.</li> <li>• Examine how the role of God’s Wife of Amun provided power to the queens in their own right, and led to increased connection to the royal family for the cult of Amun.</li> </ul>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>mortuary practices, including the significance of the foundation of Deir el Medina by Amenhotep I and his mother Ahmose Nefertari; the mummification, burials and grave goods of the royal family, their later exhumation, rewrapping and reburial in a cache at Deir el Bahari and their subsequent discovery in modern times, including their scientific analysis</li> </ul>	<ul style="list-style-type: none"> <li>Identify that mummification and funerary practices for the time period are well documented due to the many tombs found and studied.</li> <li>Identify Deir el Medina as an important site for understanding both mortuary practices and the lives of non-royal Egyptians.</li> <li>Examine how the Deir el Bahari cache and scientific analysis of this cache has provided important information about the final resting place of many New Kingdom pharaohs.</li> </ul>
7–8	<p><b>Expulsion of the Hyksos, reunification of Egypt under Theban leadership and the establishment of the 18th dynasty (continued)</b></p> <ul style="list-style-type: none"> <li>the overall change that took place to the governance of the country, the economy, and in societal values and cultural practices between the final years of the 17th dynasty and the beginnings of the 18th dynasty to the reign of Amenhotep I, including the outcomes of the scientific analysis of the gold found in Kamose’s and Ahhotep’s burials and evidence of the iconography of the pharaoh, including his representation as warrior and leader and the ideology of kingship, including titles, regalia and his role in upholding ma’at</li> <li>the overall development and importance of the military in the expansion and maintenance of the Egyptian Empire, including its organisation, composition, weaponry, strategy and tactics. Sources include the evidence provided by the writings of Kamose and the military careers of two key individuals, Ahmose, son of Ebana, and Ahmose Pennekhbet</li> </ul> <p><b>An overview of the reigns of Amenhotep I, Tuthmosis I and Tuthmosis II</b></p> <ul style="list-style-type: none"> <li>family trees of Amenhotep I, Tuthmosis I and Tuthmosis II</li> <li>military activities from the biographies of Ahmose, son of Ebana, on the campaigns of Tuthmosis I in Nubia and in Syria-Palestine and Ahmose Pennekhbet on the campaigns of Tuthmosis I in Nubia and to Naharin in Syria-Palestine, including information from the tomb biography of Ineni referencing the military campaigns</li> </ul>	<ul style="list-style-type: none"> <li>Examine how prior to the New Kingdom, the military comprised militia style conscripts that served seasonally and were called upon in times of emergency.</li> <li>Examine the new army, including the new divisions such as chariotry; new weapons made of bronze, such as the composite bow and sickle sword, and that it was a permanent professional army.</li> <li>Examine the adoption of Hyksos weaponry.</li> <li>Examine the tomb biographies of Ahmose, son of Ebana, and Ahmose Pennekhbet as key sources for the military of this period.</li> <li>Examine the changing attitudes of Egypt in relation to the concept of ‘empire’, and the role warfare and the military had in this change, as previously they were isolationist.</li> <li>Examine the warrior pharaoh iconography and the changing representation of the pharaoh, and how this led to the pharaoh holding not just political and religious, but also military roles.</li> <li>Provide an overview of the reigns of Amenhotep I, Tuthmosis I and Tuthmosis II, with particular focus on Tuthmosis I and II and their relationship with Hatshepsut.</li> <li>Examine the role of Tuthmosis I in military expeditions in Nubia and Naharin.</li> <li>Examine the contribution of tomb biographies in understanding the military activities of pharaohs of the time period, alongside understanding the military and its organisation, composition, weaponry, strategy and tactics.</li> </ul> <p><b>Task 2: Extended answer (Week 8)</b></p>

Week	Syllabus content	Suggested teaching points
9–11	<p><b>Hatshepsut</b></p> <ul style="list-style-type: none"> <li>family tree; background and status; key events in her rise to prominence, including the significance of her position, and that of her daughter Neferure, as God’s Wife of Amun</li> <li>the material evidence from Hatshepsut’s buildings, inscriptions and statues for her gradual evolution from female queen to male pharaoh in full regalia, including her relationship with her father, her relationship with her husband, her relationship with her co-regent Tuthmosis III and the role of her officials in particular Senenmut</li> <li>the evidence of Hatshepsut’s power and legitimacy as pharaoh from her building program, including Deir el Bahari, the Red Chapel, the transport and raising of her Karnak obelisks and Speos Artemidos</li> <li>the political and religious significance and purpose of temples, including evidence from Hatshepsut’s mortuary temple regarding her claims to the kingship</li> <li>the nature of foreign policy and empire and its impact on economic development, including the logistics and outcome of Hatshepsut’s Voyage to Punt; her military activities, and the significance of booty, tribute and trade, including evidence from Deir el Bahari and from the Speos Artemidos inscription</li> <li>evidence of the iconography of the pharaoh, including Hatshepsut’s representation as warrior and leader and the ideology of kingship, including titles, regalia and the significance of her role in upholding ma’at</li> <li>ancient sources, including the Tomb Biography of Ineni; the inscriptions and images on the walls of the mortuary temple of Deir el Bahari; the temples of Karnak and Luxor; the Speos Artemidos, the Red Chapel at Karnak and her two Karnak obelisks</li> <li>the nature of the excavations, the research and recording work, conservation and/or restoration and protection at the Deir el Bahari temple site, including the work of Edouard Naville; Howard Carter; the Polish Centre for Mediterranean Archaeology’s Mission to Deir el Bahari; the nature of the excavations, the research and recording</li> </ul>	<p><b>Task 3: Part A – Historical inquiry (issue) (Week 9)</b></p> <ul style="list-style-type: none"> <li>Examine Hatshepsut’s family tree, including her father Tuthmosis I and husband/brother Tuthmosis II, and their legacies and impact on her.</li> <li>Examine how Hatshepsut started as a queen, then became queen regent before taking on the role of pharaoh, which included her being represented as a male.</li> <li>Examine a site study of Deir el Bahari, including looking at the site of Deir el Bahari, its creation in ancient times, its rediscovery in modern times, and the role the Polish Centre for Mediterranean Archaeology at Deir el Bahari has played in its conservation/restoration.</li> <li>Examine the Punt reliefs at Deir el Bahari and assess their usefulness in understanding Hatshepsut’s foreign policy. Discuss how this expedition was significant both for its products and symbolic nature.</li> <li>Examine how Hatshepsut promoted the cult of Amun through dedication, temples and her introduction of the ‘divine birth’ narrative.</li> <li>Examine her relationship with Senenmut and advisors, and the important role the cult of Amun played in supporting her position.</li> <li>Investigate the evidence of the dismantling, damage and removal of Hatshepsut’s reliefs and inscriptions. Examine the various interpretations of this removal by modern historians.</li> <li>Examine sites in the Valley of the Kings, Karnak and at Deir el Bahari as examples.</li> <li>Examine a range of sources/quotes relating to Hatshepsut and Tuthmosis III’s relationship from modern historians of differing time periods. Historians have differing perspectives on this relationship and they often differ due to the time period of the expert. Traditionally, past historians looked more negatively towards Hatshepsut and the assumption was that Tuthmosis III’s anger towards her led to the destruction of her monuments. This is now contested by most recent historians.</li> <li>Conduct an in-depth investigation of the contribution of scholars and contemporary Egyptian and international historians to an understanding of Hatshepsut’s reign, including her</li> </ul>



Week	Syllabus content	Suggested teaching points
	<p>work, conservation and/or restoration and protection at the Karnak temple site, including the obelisks and the Red Chapel (the Chapelle Rouge) by the French Egyptian Centre for the Study of the Temples of Karnak (the CFEETK)</p> <ul style="list-style-type: none"> <li>• the contribution of scholars and contemporary Egyptian and international historians to an understanding of Hatshepsut's reign, including her relationship with Tuthmosis III, her presumed death, her absence from the King Lists, the defacing of her monuments, and the questions over the location of her tomb and her body, including scientific investigations</li> <li>• difficulties of interpretation of evidence by modern scholars as a result of additions and reuse by successive pharaohs, including the dismantling of monuments; damage to, or removal of, reliefs and inscriptions caused by environmental factors, including rising water table, salt or exposure to elements or human agency, including defacement, reuse or hiding of materials</li> </ul>	<p>relationship with Tuthmosis III, her presumed death, her absence from the Kings Lists, the defacing of her monuments, and the questions over the location of her tomb and her body, including scientific investigations.</p> <p><b>Task 3: Part A – Historical inquiry (submit) (Week 11)</b></p> <p><b>Task 3: Part B – In-class validation extended answer (Week 11)</b></p>
12–14	<p><b>Tuthmosis III</b></p> <ul style="list-style-type: none"> <li>• family tree; background and status; key events in Tuthmosis III's rise to prominence, including his co-regency with Hatshepsut</li> <li>• the significance of conquest and expansion in Nubia and Syria-Palestine, including <ul style="list-style-type: none"> <li>▪ the use of the military; the expansion and maintenance of the Egyptian Empire; the battle and siege of Megiddo under Tuthmosis III; the nature of Egyptian imperialism under Tuthmosis III, including the different imperial systems in Syria-Palestine and Nubia, including the ancient sources, the Annals of Karnak, the Gebal Barkal Stele Inscription and the Amarnat Stele from the Temple of Montu</li> <li>▪ the link between the military, empire and economic development, including the religious, political and economic importance of temples, the significance of booty, tribute and trade; building programs; hostage taking; diplomacy and marriage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Examine how Tuthmosis III epitomised the term 'warrior pharaoh'.</li> <li>• Examine how successive military campaigns over 17 years increased Egyptian spheres of influence in Palestine and Syria.</li> <li>• Examine the battle and siege of Megiddo as a specific case study.</li> <li>• Investigate how Tuthmosis III increased Egyptian wealth due to the money he brought back from war, much of this being dedicated to the cult of Amun or spent on building programs.</li> <li>• Examine how in order to manage the empire he now ruled, Tuthmosis III also worked to establish a bureaucracy and develop policy for administration, alongside looking towards diplomatic actions with other civilisations.</li> <li>• Investigate the Theban Mapping Project website and the information it provides in relation to Tuthmosis III. Identify the religious texts in Tuthmosis III's tomb and their significance.</li> <li>• Examine the role of modern scientific technology in understanding the Deir el Bahari cache.</li> </ul>

Week	Syllabus content	Suggested teaching points
	<p>contracts, including evidence from the tombs of the three foreign wives of Tuthmosis III, the Annals of Karnak, the Botanical Garden at Karnak, Tuthmosis III's obelisks</p> <ul style="list-style-type: none"> <li>▪ evidence of the iconography of the pharaoh, including representation as warrior and leader and the ideology of kingship, including titles, regalia, and the significance of his role in upholding ma'at</li> <li>• the contribution of scholars and contemporary Egyptian and international historians to an understanding of Tuthmosis III; the nature of the research and recording work; the effectiveness of the conservation and/or restoration and protection of the Theban sites; the use of traditional and scientific methods by the French Egyptian Centre for the Study of the Temples of Karnak (the CFEETK) and the Theban Mapping Project, including the scanning of the walls of his tomb by Factum Arte</li> </ul>	<ul style="list-style-type: none"> <li>• Examine how Tuthmosis III was often represented as a warrior pharaoh and/or displayed himself alongside the typical iconography of kingship.</li> <li>• Examine how many institutions related to Tutankhamun are also involved in studying the temple of Karnak – the temple of Karnak was a specific location that was central to Tutankhamun's building programs and is a key site to examine.</li> </ul>
15		<b>Task 4: Semester 1 examination (Unit 3)</b>



## Historical Skills

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

#### Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument
- evaluate the reliability and usefulness of sources to develop informed judgements that support a historical argument

#### Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- recognise the provisional nature of historical knowledge to arrive at reasoned and supported conclusions

#### Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

## Semester 2 – Unit 4 – Reconstructing the Ancient World

This outline is based on the Elective 1 – Egypt: From Amenhotep II to Horemheb

Week	Syllabus content	Suggested teaching points
1–2	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>The key material, pictorial and written sources for the period, which are incorporated into the ancient historical narrative</p> <p><b>The ancient historical narrative</b></p> <p><b>The religious and mortuary beliefs and practices of non-royalty and royalty, and the significant cultural beliefs and practices of Egyptian society</b></p> <ul style="list-style-type: none"> <li>the nature of the Theban excavations, including the use of older and newer scientific methods; the research and recording work and the contributions of scholars, historians, archaeologists and institutions, including Melinda Hartwig and ARCE in the tomb of Menna (TT69), Nina and Norman de Garis Davies and Harry Burton and the Metropolitan Museum of Art in New York in the tomb of Rekhmire (TT100), and the work of the Italian conservators in the tomb of Nefertari (QV66), including the Theban Mapping Project</li> <li>the difficulties of interpretation owing to damage or removal of reliefs and inscriptions caused by environmental factors or human agency and the effectiveness of the protection and conservation of the tomb of Menna (TT69), the tomb of Rekhmire (TT100) and the tomb of Nefertari (QV66)</li> </ul>	<ul style="list-style-type: none"> <li>Begin an examination of a variety of new scientific methods, including carbon dating, thermoluminescence dating, aerial photography, X-ray and geographical surveys.</li> <li>Examine methods of authentication, including scientific and comparative dating techniques for documents and objects, and cross-referencing of ancient sources.</li> <li>Identify that there are a wide range of groups who have excavated sites relevant to the time period and have worked on restoration and conservation. Examine the work of these groups (as listed in the syllabus content).</li> <li>Make links between the work of scholars, historians, archaeologists and institutions, and the 18th dynasty.</li> <li>Examine the history of damage and removal of reliefs in Egyptian monuments, including flooding in the Valley of the Kings and other burial sites, and reuse/removal that occurred both in ancient times and in early modern times.</li> <li>Investigate the nature of the site/s, and the condition and extent of the remains.</li> <li>Discuss 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.</li> <li>Examine the effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s.</li> </ul>
3–4	<p><b>The religious and mortuary beliefs and practices of non-royalty and royalty, and the significant cultural beliefs and practices of Egyptian society (continued)</b></p> <ul style="list-style-type: none"> <li>the nature and significance of afterlife beliefs and practices of non-royalty and royalty, including evidence from tomb decoration, including iconic scenes and the Book of the Dead in the tomb of Menna (TT69), in the tomb of Rekhmire (TT100) and the tomb of Nefertari (QV66); the significant cultural beliefs and practices of Egyptian society as revealed</li> </ul>	<ul style="list-style-type: none"> <li>Examine a variety of religious, mortuary and afterlife beliefs and practices, including the concept of rebirth, the Osiris resurrection myth, Ka/Ba/Akh, judgement and the weighing of the heart, the Sun God/Amun and links to the afterlife, the Field of Reeds, preservation of the body, mummification, tomb decoration, funerals and the Book of the Dead/afterlife texts.</li> <li>Use the tomb of Menna and the tomb of Rekhmire as specific case studies to look at how religious and afterlife beliefs were evident in tomb design and decoration.</li> </ul>

Week	Syllabus content	Suggested teaching points
	<p>through the Theban sources of the tomb of Menna (TT69), the tomb of Rekhmire (TT100) and the tomb of Nefertari (QV66)</p> <ul style="list-style-type: none"> <li>the significant afterlife and cultural beliefs and practices of Egyptian society as revealed through the evidence from Deir el Medina, including the contents of the tomb of Kha and Merit (TT8)</li> <li>the religious, political and cultural significance of the Theban Festivals throughout the 18th dynasty, including the Opet Festival and the Great Festival of the Valley</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the Great Festival of the Valley, which was a religious festival that specifically involved making offerings to funerary cults. In the 10th month at full moon the statue of Amun would leave the temple of Karnak and cross the river with the pharaoh and High Priest heading to Deir el Bahri, and on the way would visit the mortuary temples of past pharaohs so that offerings could be made to Amun, pharaohs and ancestors.</li> </ul> <p><b>Task 5 – Short answer (Week 4)</b></p>
5	<p><b>An overview of the reigns of Amenhotep II, Tuthmosis IV and Amenhotep III</b></p> <ul style="list-style-type: none"> <li>family relationships, including Queen Tiye</li> </ul> <p><b>The Amarna period</b></p> <ul style="list-style-type: none"> <li>family background and status; key events in Amenhotep IV's rise to prominence; his crowning as pharaoh in a traditional ceremony; his use of traditional artistic representation, religious references and building material in Year 1</li> </ul>	<ul style="list-style-type: none"> <li>Provide an overview of the 18th dynasty family tree from Amenhotep II through to Amenhotep III.</li> <li>Focus attention specifically on Amenhotep III, providing the historical context for Akhenaten.</li> <li>Examine Akhenaten's early years as a prince during his father's rule, and his coronation.</li> </ul>
6–10	<p><b>The Amarna period (continued)</b></p> <ul style="list-style-type: none"> <li>his building program in Years 1–4; the changes to the artistic representation of the pharaoh and his family during Years 1–4; changes to religion and art in Years 1–4, including the evidence from the tomb of Ramose (TT55) and from Amenhotep IV/Akhenaten's temples at Karnak (the Gempaaten and the Hutbenben)</li> <li>the difficulties of the interpretation of evidence owing to additions and reuse by successive pharaohs, including damage to, or removal of, reliefs and inscriptions (images and written) caused by environmental factors or human agency. Problems for the interpretation of evidence include the reuse of talatat blocks in Pylons 9 and 10 by Horemheb, the burying of statues at Karnak and the modern dispersal of talatat blocks throughout the world. The contribution of scholars, historians and archaeologists using a variety of scientific methodologies to recover, record and reassemble the talatat blocks, including the work of Henri Chevrier</li> </ul>	<p><b>Task 6: Part A – Historical inquiry (issue) (Week 7)</b></p> <ul style="list-style-type: none"> <li>Examine the Amarna period as a period of great change in Egypt in a range of areas.</li> <li>Highlight that the religious changes were most significant, moving away from the pantheon and instead towards a monotheistic approach with the Aten as the only god.</li> <li>Examine how architecture changed with temples being largely roofless, and a new building program at Amarna/Akhetaten. This building program saw shortcuts taken in order for it to be done quickly, including using talatat stones.</li> <li>Examine how the closure of the temples of Amun caused economic issues, as they played a key role in the economy and in local governance.</li> <li>Examine how Akhenaten changed the way the human form was depicted (most obviously in representations of himself and the royal family), with a large head, long neck, narrow face and chin, pouting lips, elongated eyes, narrow upper torso and lower torso with prominent buttocks, swelling thighs and an overhanging belly.</li> </ul>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>• the nature and impact of the Amarna revolution on               <ul style="list-style-type: none"> <li>▪ the governance of the state, including the change of name to Akhenaten in c. Years 5–6; the movement of the capital city to Amarna; the possible moving of the state administration from Memphis to Amarna; the moving of the religious centre and the Palace Court to Amarna</li> <li>▪ the economy, including the redirection of resources from the closure of the temples of Amun to Akhenaten’s projects</li> <li>▪ architecture, including the building program at Amarna; the change in temple architecture; the layout of the city of Akhetaten, including the evidence from the Amarna workers’ cemeteries</li> <li>▪ religion, including the impact of the new solar triad of Aten, Akhenaten and Nefertiti; the Hymns to the Aten</li> <li>▪ mortuary beliefs and practices, including the Amarna vision of the afterlife</li> <li>▪ art and religion, including the portrayal of the human figure (Akhenaten, Nefertiti, Smenkhkare and the royal daughters and their activities)</li> </ul> </li> <li>• Akhenaten’s foreign policy, including the geopolitical realities of Syria-Palestine and the changing nature of Egypt’s diplomatic, economic and military relations with powers in the region, including               <ul style="list-style-type: none"> <li>▪ Mitanni and the Hittites, and the smaller city-states of Syria-Palestine</li> <li>▪ the discovery and changing interpretation of evidence from the Amarna Letters</li> <li>▪ the calling of the Durbar in Year 12</li> </ul> </li> <li>• the impact of the plague; the possible co-regency with Nefertiti; the question of the identity of Smenkhkare; the death of Akhenaten; the move back to Thebes, including evidence from TT54 and from grave goods in Tutankhamun’s tomb</li> <li>• the usefulness and reliability of the contribution of scholars, archaeologists, historians and scientists to the debate over our understanding of the Amarna period sites, material culture and human remains, and of the portrayal of the</li> </ul>	<ul style="list-style-type: none"> <li>• Examine how artistic composition also changed, with families now shown in more intimate ways (particularly the royal family).</li> <li>• Discuss that the reason for these changes is debated and there is no consensus on why many of these changes were made.</li> <li>• Discuss how Akhenaten’s foreign policy saw a change from predecessors, resulting in the loss of the entire Syrian province, a disregard for diplomacy and the military, and a failure to maintain relationships with other Kings (e.g. the Mitanni), leading to a decline in Egypt’s political power in the region.</li> <li>• Discuss how the Amarna letters are a key source of information, with many letters outlining the problems Akhenaten was causing and being openly critical of his diplomacy.</li> <li>• Examine how following Akhenaten’s death and the end of the Amarna period many of his buildings were dismantled/reused, or actively damaged.</li> <li>• Discuss how scientific methods have shone a light on when this damage occurred, and who was involved.</li> <li>• Examine how talatat blocks have been found and through reassembling them, much has been learnt about both Akhenaten’s rule, but also how the use of the blocks, as infill in later building programs, shows the low regard held for Akhenaten by later pharaohs.</li> <li>• Conduct an in-depth investigation of one of the following topics: the governance of the state; the economy; architecture; religion; art, and the nature and impact of the Amarna revolution on the selected topic.</li> </ul> <p><b>Task 6: Part A – Historical inquiry (submit) (Week 10)</b></p> <p><b>Task 6: Part B – In-class validation extended answer (Week 10)</b></p>

Week	Syllabus content	Suggested teaching points
	<p>pharaoh and the Amarna royal family in reliefs and inscriptions (Akhenaten, Nefertiti, Smenkhkare and the royal daughters and their activities)</p>	
11–14	<p><b>The Amarna period (continued)</b></p> <ul style="list-style-type: none"> <li>the evidence provided by human remains, new scientific methodologies, and the contribution of the work of scholars, historians, scientists and archaeologists to the debate about the royal lineage and the health of New Kingdom Egyptians in this period, including Tutankhamun, Akhenaten and the Amarna royal family</li> <li>evidence of the continuation of the iconography of the pharaoh, including representation as warrior and leader; the ideology of kingship, including titles, regalia and the significance of his role in upholding ma'at</li> </ul> <p><b>Tutankhamun, Ay and Horemheb</b></p> <ul style="list-style-type: none"> <li>evidence provided by human remains and other sources about Tutankhamun's family background and royal lineage; the pharaonic lineage from Tutankhamun to Horemheb</li> <li>the usefulness and reliability of the portrayal of Tutankhamun and Ankhesenamun in reliefs and inscriptions; the difficulties of the interpretation of evidence owing to additions and reuse by successive pharaohs, including damage to, or removal of, reliefs and inscriptions caused by environmental factors or human agency</li> <li>the nature and significance of afterlife beliefs and mortuary practices of royalty, including evidence from burials, tomb decoration, mummification and books of the afterlife in the tomb of Tutankhamun</li> <li>the significant beliefs and cultural practices of Egyptian society as revealed by the tomb and grave goods of Tutankhamun</li> <li>the usefulness and reliability of the contribution of scholars, historians, archaeologists, institutions, new scientific methodologies and scientists to our understanding of Tutankhamun and his family, his tomb and its contents, including at least one of the following: Howard Carter and Harry Burton and their</li> </ul>	<ul style="list-style-type: none"> <li>Explore Tutankhamun's family tree, identifying Akhenaten as his father, and attempts to identify his mother.</li> <li>Examine how Tutankhamun's tomb is the most complete burial of a pharaoh that has been discovered, and therefore his tomb and its contents provide valuable information regarding the nature of afterlife beliefs and mortuary practices of royals.</li> <li>Examine how the impact of the Amarna period on the portrayal of Tutankhamun and Ankhesenamun is still evident; for example, images of them on the golden throne still have elements of the Amarna artistic style.</li> <li>Examine how Tutankhamun's tomb was robbed in antiquity, impacting our ability to get a full understanding of the burial.</li> <li>Examine how the new scientific methods have allowed the mummy of Tutankhamun to be studied and DNA compared to other royal mummies. This has helped to identify some mummies found in caches and develop a better understanding of who was related to who.</li> <li>Discuss how the Restoration Stele of Tutankhamun and Horemheb's Edict of Reform provide valuable written information to show the state of disarray Egypt was in following the Amarna period.</li> <li>Examine the evidence provided by human remains, new scientific methodologies, and the work of scholars, historians, scientists and archaeologists regarding the royal lineage and the health of New Kingdom Egyptians in this period, including Akhenaten, the Amarna royal family and Tutankhamun.</li> <li>Examine the photographs taken by Harry Burton showing Howard Carter's excavation of Tutankhamun's tomb, which are a significant source of information for how this excavation was undertaken and the significant people involved.</li> <li>Examine Nicholas Reeves' <i>Burial of Nefertiti</i> article and the theory he presents that she may be buried in an extra (currently undiscovered) room in Tutankhamun's tomb as a case study to</li> </ul>

Week	Syllabus content	Suggested teaching points
	<p>team, Nicholas Reeves, Zawi Hawass and Factum Arte</p> <ul style="list-style-type: none"> <li>the significance of written records as sources for the period; the usefulness, reliability and changing interpretation of ancient sources, including the Restoration Stele of Tutankhamun; evidence from the Hittite archive at Bogazkoy (Hattusa/Hattusha) in Türkiye regarding the succession to the Egyptian throne; Horemheb’s Edict of Reform; and the significant omission of the Amarna kings from the King Lists</li> <li>evidence of the iconography of the pharaoh during the reigns of Tutankhamun, Ay and Horemheb, including representation as warrior and leader; ideology of kingship, including titles, regalia and the significance of their role in upholding ma’at</li> <li>evidence for the continuing role of the army in Egyptian society, including in the succession of Horemheb and the end of the 18th dynasty</li> </ul>	<p>look at significant scholars, historians and archaeologists, whilst also looking at the impact of new scientific methodologies.</p> <p><b>Task 7 – Extended answer (Week 13)</b></p>
15		<p><b>Task 8: Semester 2 examination (Unit 3 and Unit 4)</b></p>

## Historical Skills

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

#### Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument
- evaluate the reliability and usefulness of sources to develop informed judgements that support a historical argument

#### Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- recognise the provisional nature of historical knowledge to arrive at reasoned and supported conclusions

#### Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently