



SAMPLE COURSE OUTLINE

ANCIENT HISTORY (EGYPT)
ATAR YEAR 11

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Sample course outline

Ancient History (Egypt) – ATAR Year 11

Semester 1 – Unit 1 – Ancient societies

This outline is based on 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>Nature of the society Students investigate the nature of ancient Egyptian society, including:</p> <p>Sources for the period Key material, pictorial and written sources for the society and the time period. These sources are incorporated into the ancient historical narrative (see below). Note: there is variability in the spelling of Egyptian names and in the dating of Egyptian chronology. Regnal years are used in Egyptian chronology.</p> <p>The historical and geographical context An overview of</p> <ul style="list-style-type: none"> 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 the importance of inundation of the Nile the location of Egypt in the wider area of Syria-Palestine, the great powers and city states of the Near East, and the country of Nubia the division of Egyptian history into Kingdoms, Intermediate Periods and Dynasties <p>The institutions and structures of the society An overview of</p> <p>Social structure</p> <ul style="list-style-type: none"> the main social hierarchies, and the role and status of the pharaoh, his family, the nobility, officials, scribes, artisans and workers the role and status of women <p>Political institutions</p> <ul style="list-style-type: none"> the nature of the dual Kingship of Upper and Lower Egypt 	<ul style="list-style-type: none"> 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. Identify the division of Kingdoms/Intermediate Periods/Dynasties, and examine the role modern historians have played in these divisions and the role of ancient sources (primary sources), such as the King Lists. Identify the main social groups, including a social pyramid/hierarchy with the pharaoh at the top with absolute power over a highly centralised government, nobles and high officials next, followed by lesser officials, skilled craftsmen/tradesmen, peasant farmers and agricultural workers and lastly slaves. Begin compiling a glossary of key terms. 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 etc. 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. 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 became a professional army. Examine how there was a large Egyptian pantheon of gods in the New Kingdom; however, Amun rose to be the most influential.

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> Nomes and nomarchs as part of the political structure of the country the iconography of the pharaoh, including his representation as warrior and leader the ideology of kingship, including titles, regalia and the concept of ma'at <p>Economic activities</p> <ul style="list-style-type: none"> the economic importance of the inundation of the Nile the nature and importance of economic activities, including agriculture, industry, commerce, trade and building programs <p>The military</p> <ul style="list-style-type: none"> the organisation, composition, weaponry, armour and role of the military the use of foreign mercenaries strategies and tactics <p>Religious organisation</p> <ul style="list-style-type: none"> the pharaoh as a divine ruler, his relationship with the gods and the significance of ma'at an overview of the Egyptian pantheon an overview of religious beliefs and practices an overview of mortuary beliefs and practices 	
3	<p>The ancient historical narrative (at least 70% of unit content)</p> <p>Change: the Wars against the Hyksos, the reunification of Egypt under Theban Leadership and the establishment of the 18th Dynasty</p> <ul style="list-style-type: none"> family trees of Tetisheri and Amenhotep I quarrel between Apophis and Sequenenre Tao II; the death and mummification of Sequenenre Tao II the wars led by Kamose against the Hyksos, including the military base at Deir el Ballas, Kamose's account of events, Kamose's burial the wars led by Ahmose against the Hyksos, including the military base at Deir el Ballas, the biographies of Ahmose Pennekhbet and Ahmose son of Ebana, the different versions of the expulsion of the Hyksos the roles of women in the wars against the Hyksos and the establishment of 18th Dynasty, including Tetisheri, Ahhotep and Ahmose Nefertari. The status/significance 	<ul style="list-style-type: none"> Examine how Tetisheri was the matriarch of the dynasty, and often considered the founder of the 18th Dynasty. Refer to the 'Hippopotamus' letter from Apophis to Sequenere Tao II and various interpretations, bringing in other evidence that warfare began during Sequenere Tao II's rule by looking at his mummy. 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. 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. 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

Week	Syllabus content	Suggested teaching points
	<p>of Ahmose Nefertari as the first recorded holder of the title God's Wife of Amun</p> <ul style="list-style-type: none"> the overall change that took place to the governance of the country, the military, 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 the reliability and usefulness of different ancient and modern sources 	<p>Amun, and power and significance for the queens who held this title in their own right.</p>
4	<p>Significant features</p> <p>Students study at least one of the significant features as appropriate for the society, which are to be taught with the requisite historical skills described at the start of this unit. The significant feature may be studied through a historical inquiry or as part of the ancient historical narrative.</p> <p>Weapons and warfare</p> <p>The development of weaponry and methods of warfare, including</p> <ul style="list-style-type: none"> the nature of the sources for weapons and warfare, and early evidence for military encounters the composition and role of armies and navies, and changes in forms of weapons and military tactics the life of soldiers, their training and the conditions of service the significance of the military the political, economic and social impact of warfare and conquest 	<ul style="list-style-type: none"> Examine how prior to the New Kingdom, the military comprised militia style conscripts that served seasonally and were called upon in times of emergency. Examine how the new army included new divisions, such as chariotry; new weapons made of bronze, including the composite bow and sickle sword; and was a permanent professional army. Examine how the tomb biographies of Ahmose son of Ebana and Ahmose Pennekhbet are a key source for the military. Examine the changing attitudes of Egypt in relation to the concept of 'empire', and the role warfare and the military had in this change. <p>Task 1 – Short answer (Week 4)</p>
5–6	<p>Individual: Hatshepsut</p> <ul style="list-style-type: none"> family tree, background and status as the daughter and wife of a pharaoh, mother of the pharaoh's daughter, stepmother/aunt to the crown prince, her position as God's Wife of Amun, her position after the death of her husband Hatshepsut's gradual evolution from female regent to male pharaoh in full regalia and the changes in her titles, including evidence from her temple at Deir el Bahari and the Red Chapel at Karnak Hatshepsut's exercise of power as evidence for her legitimacy as pharaoh, including the evidence from the building of her temple at Deir el Bahari and the Red Chapel, the transport and raising of her Karnak Obelisks and the building of the Speos Artemidos, 	<ul style="list-style-type: none"> Examine Hatshepsut's family tree, including her father Tuthmosis I and husband/brother Tuthmosis II, and their legacies/impact on her. 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. Examine the site study of Deir el Bahari, including its creation in ancient times, its rediscovery in modern times, and the role the Polish Centre for Mediterranean Archaeology at Deir el Bahari have played in its conservation/restoration. 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.

Week	Syllabus content	Suggested teaching points
	<p>including evidence from the tomb biography of Ineni</p> <ul style="list-style-type: none"> the nature of her foreign policy and its impact on economic development, including the logistics and outcome of her Voyage to Punt, and the significance of booty, tribute and trade, including evidence from Deir el Bahari and from the Speos Artemidos inscription Hatshepsut's political administration and governance, including support from her advisors and officials, such as Senenmut; her relationship with her co-regent Tuthmosis III; her use of the iconography of the pharaoh and the ideology of kingship 	<ul style="list-style-type: none"> Examine how Hatshepsut promoted the cult of Amun through dedication, temples and her introduction of the 'divine birth' narrative. Examine her relationship with Senenmut and advisors, and the important role the cult of Amun played in supporting her position.
7	<p>Individual: Hatshepsut (continued)</p> <ul style="list-style-type: none"> the difficulties encountered by modern experts in interpreting the evidence for Hatshepsut, her activities and her relationship with Tuthmosis III, 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, and/or human agency, including defacement, reuse or hiding of materials 	<ul style="list-style-type: none"> 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. Examine sites in the Valley of the Kings, Karnak and at Deir el Bahari as examples.
8–9	<p>Individual: Hatshepsut (continued)</p> <ul style="list-style-type: none"> the changing nature of the interpretation of evidence by modern experts regarding Hatshepsut, as a result of advances in science and changes in societal attitudes, including the controversy surrounding her relationship with Tuthmosis III, the desecration of her monuments and her absence from the King Lists the contribution of modern experts and institutions to an understanding of Hatshepsut and her accomplishments, including at least one of the following: Edouard Naville, Howard Carter, the Polish Centre for Mediterranean Archaeology at Deir el Bahari; the work of Centre franco-égyptien d'étude des temples de Karnak (CFEETK) at Karnak and/or the Theban Mapping Project 	<ul style="list-style-type: none"> 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 modern historians. <p>Task 2 – Extended answer (Week 9)</p> <p>Task 3: Part A – Historical inquiry (issue) (Week 8)</p>
10–11	<p>Individual: Tuthmosis III</p> <ul style="list-style-type: none"> family tree, background and status Tuthmosis' military activities in Nubia and in Syria-Palestine, including the battle and siege of Megiddo, and the nature of 	<ul style="list-style-type: none"> Examine how Tuthmosis III epitomised the term 'warrior pharaoh'. Examine how successive military campaigns over 17 years increased Egyptian spheres of influence in Palestine and Syria.

Week	Syllabus content	Suggested teaching points
	<p>Egyptian imperialism under his leadership, including two different imperial systems followed in Nubia and in Syria-Palestine</p> <ul style="list-style-type: none"> the economic and military status of Egypt, including the wealth that derived from military activities including booty and tribute; Egypt's involvement in international trade; hostage taking, diplomacy and marriage contracts, including the tombs of the three foreign wives of Tuthmosis III; building programs and inscriptions (words and images), including Karnak and his obelisks; ancient sources, including at least one of: the Annals of Karnak, the botanical Garden at Karnak, the Gebel Barkal Stele, and/or the Amarnat Stele from the Temple of Montu 	<ul style="list-style-type: none"> Examine the battle and siege of Megiddo as a specific case study. 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. 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.
12–13	<p>Individual: Tuthmosis III (continued)</p> <ul style="list-style-type: none"> afterlife beliefs and their significance, religious beliefs and practices, and mortuary beliefs and practices of royalty, including evidence from at least one of the following: the mummification and burial of Tuthmosis III, his reburial in the Deir el Bahari cache; his discovery and subsequent investigations in modern times; his tomb and its decoration with the Amduat and/or the Litany of Re evidence of the iconography of the pharaoh, including representation as warrior and leader and the ideology of kingship, including titles, regalia, and the pharaoh's role in upholding ma'at the contribution of modern experts and institutions to an understanding of Tuthmosis III, including at least one of: the French-Egyptian Centre for the Study of the Temples of Karnak, the Theban Mapping Project or Factum Arte. 	<ul style="list-style-type: none"> 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. Examine the role of modern scientific technology in understanding the Deir el Bahari cache. Examine how Tuthmosis III was often represented as a warrior pharaoh and/or displayed himself alongside typical ideology of kingship. 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.
14	<ul style="list-style-type: none"> the contribution of modern experts and institutions to an understanding of Hatshepsut and her accomplishments; including at least one of: the work of Edouard Naville, Howard Carter, the Polish Centre for Mediterranean Archaeology at Deir el Bahari; the work of Centre franco-égyptien d'étude des temples de Karnak (CFEETK) at Karnak and/or the Theban Mapping Project the contribution of modern experts and institutions to an understanding of 	<ul style="list-style-type: none"> Conduct an in-depth investigation of one of the modern experts/institutions in the syllabus dot points listed in the left-hand column. Students or teacher to choose expert/institution to be investigated. <p>Task 3: Part B – In-class validation extended answer (Week 14)</p> <p>Task 3: Part A – Historical inquiry (submit) (Week 14)</p>

Week	Syllabus content	Suggested teaching points
	Tuthmosis III, including at least one of: the French-Egyptian Centre for the Study of the Temples of Karnak, the Theban Mapping Project or Factum Arte.	
15	Unit 1 revision	Unit 1 revision
16	Task 4: Semester 1 examination	Task 4: Semester 1 examination

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 2 – Investigating the Ancient World

This outline is based on Elective 1 – Egypt: From Amenhotep IV/Akhenaten to Horemheb

Week	Syllabus content	Suggested teaching points
1–2	<p>The Historical Skills are intrinsic to the teaching of this unit</p> <p>Sources for the period</p> <p>Key material, pictorial and written sources for the society and time period. These sources are incorporated into the ancient historical narrative (see below).</p> <p>Historical authentication and reliability (incorporated into the ancient historical narrative)</p> <ul style="list-style-type: none"> • how evidence from the ancient world has been lost, destroyed and rediscovered • problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe • methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources • the different interpretations and representations of the period • the reliability and usefulness of the interpretations and representations of the period <p>AND</p> <p>Preservation, conservation, and/or reconstruction of ancient sites (incorporated into the ancient historical narrative)</p> <ul style="list-style-type: none"> • the nature of the site/s, and the condition and extent of the remains • 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 • the effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s <p>The historical and geographical context</p> <p>(Covered in Unit 1 Elective 1: Egypt: From Tetisheri to Tuthmosis III)</p>	<ul style="list-style-type: none"> • 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. • 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. • Examine the Great Festival of the Valley, which was a religious festival that specifically involved making offerings to funerary cults. In the tenth 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. • Begin an examination of a variety of new scientific methods, including carbon dating, thermoluminescence dating, aerial photography, X-ray, geographical surveys, etc. • 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.

Week	Syllabus content	Suggested teaching points
	<p>The ancient historical narrative (at least 70% of the unit content)</p> <p>The religious and mortuary beliefs and practices of the elite</p> <ul style="list-style-type: none"> • the religious and mortuary beliefs and practices of the elite as shown in the tomb of Menna (TT69) or the tomb of Rekhmire (TT100) or another Theban elite tomb • nature of Theban elite tombs, including their design, decoration and iconic scenes • significant cultural beliefs and practices of Egyptian society shown in the tomb of Menna (TT69), Rekhmire (TT100) or another Theban elite tomb • nature and significance of afterlife beliefs and practices of the elite, including layers of meaning in tomb decoration, and the use and significance of the Book of the Dead as shown in the tomb of Menna (TT69), Rekhmire (TT100) or another Theban elite tomb • Theban Great Festival of the Valley and its role in the elite funerary cults • use of scientific methods, research and recording by scholars, historians, archaeologists and institutions, including at least one of 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, or other specialists' work in Theban elite tombs • difficulties of interpretation caused by the damage to, or removal of, reliefs and inscriptions as a result of environmental factors or people and the effectiveness of the protection and conservation of the tomb of Menna (TT69), the tomb of Rekhmire (TT100) or another Theban elite tomb 	
3	<p>Amenhotep IV/Akhenaten</p> <ul style="list-style-type: none"> • family tree for 18th Dynasty • changes in artistic representation, building program and religion from Years 1–4 of Amenhotep IV/Akhenaten's reign 	<ul style="list-style-type: none"> • Provide an overview of the 18th Dynasty family tree, looking specifically at Amenhotep III and providing the historical context for Akhenaten.
4–6	<p>Amenhotep IV/Akhenaten (continued)</p> <ul style="list-style-type: none"> • nature and impact of the Amarna revolution on <ul style="list-style-type: none"> ▪ the governance of the state, including the change of Amenhotep IV's name to 	<ul style="list-style-type: none"> • Examine the Amarna period, which was a period of great change in Egypt in a range of aspects. • Examine the religious changes which were most significant, moving away from the

Week	Syllabus content	Suggested teaching points
7–8	<p>Akhenaten in c. Years 5–6; the moving 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 royal palace from Thebes to Amarna</p> <ul style="list-style-type: none"> ▪ architecture, including the building practices and the workforce, including the use of talatat stones; the building program at Amarna; the change in temple architecture; the layout of the city of Akhenaten, including the evidence from the Amarna workers' cemeteries ▪ religion, including the relationship between the pharaoh and his family with the Aten, the new solar triad of the Aten, Akhenaten and Nefertiti, and the Hymns to the Aten ▪ the economy and the probable redirection of resources from closure of the temples of Amun to Akhenaten's projects, including the extent of reliability of the evidence from Tutankhamun's Restoration Stele and Horemheb's Edict of Reform ▪ art, including the representation of the human figure, the changing representation of the pharaoh and his family and the controversies surrounding Akhenaten's representation <p>Historical authentication and reliability</p> <ul style="list-style-type: none"> • the different interpretations and representations of the period • the reliability and usefulness of the interpretations and representations of the period 	<p>pantheon and towards a monotheistic approach with the Aten as the only god.</p> <ul style="list-style-type: none"> • Examine how architecture changed, with temples being largely roofless, and a new building program at Amarna/Akhenaten. This building program saw shortcuts taken in order for it to be built quickly, including using talatat stones. • 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. • 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. • Examine how artistic composition also changed, with families now shown in more intimate ways (particularly the royal family). • Discuss that the reason for these changes is debated, and there is no consensus on why many of these changes were made. <p>Task 5 – Short answer (Week 6)</p>
	<p>Amenhotep IV/Akhenaten (continued)</p> <ul style="list-style-type: none"> • difficulties of 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 people. Problems for interpretation of evidence include the reuse of talatat blocks in Pylons 9 and 10 by Horemheb; the burying of statues at Karnak; the modern dispersal of talatat blocks throughout the world 	<ul style="list-style-type: none"> • Examine 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. • Examine 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.

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> • use of scientific methods and research by scholars, historians, archaeologists and institutions to recover, record and reassemble the talatat blocks, including the work of Henri Chevrier • nature and impact of Akhenaten’s foreign policy, including the changing nature of Egypt’s diplomatic, economic and military relations with the great powers in the region and the smaller city states. The discovery and changing nature of evidence from the Amarna Letters and the calling of the Durbar in Year 12 of his reign • the impact of the plague, the status of Nefertiti; 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 • the usefulness and reliability of the contributions of at least one scholar to our understanding of sites, material culture and human remains <p>Preservation, conservation, and/or reconstruction of ancient sites</p> <ul style="list-style-type: none"> • the nature of the site/s, and the condition and extent of the remains • 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 <p>Historical authentication and reliability</p> <ul style="list-style-type: none"> • the different interpretations and representations of the period • the reliability and usefulness of the interpretations and representations of the period 	<ul style="list-style-type: none"> • Examine how following Akhenaten’s death and the end of the Amarna period, many of his buildings were dismantled/reused, or actively damaged. • Examine how scientific methods have shone a light on when this damage occurred, and who was involved. • Examine how talatat blocks have been found, and through reassembling them, much has been learnt about Akhenaten’s rule, but also the use of the blocks as infill in later building programs shows the low regard held for Akhenaten by later pharaohs. <p>Task 6 – Extended answer (Week 8)</p>

Week	Syllabus content	Suggested teaching points
9	<p>Tutankhamun</p> <ul style="list-style-type: none"> evidence provided by human remains and other sources, including the King Lists about Tutankhamun's family background and royal lineage the nature 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 the significant beliefs and cultural practices of Egyptian society as revealed by the tomb and grave goods of Tutankhamun 	<ul style="list-style-type: none"> Explore Tutankhamun's family tree, identifying Akhenaten as his father, and attempts to identify his mother. Examine how Tutankhamun's tomb is the most complete burial of a pharaoh that has been discovered, and thus his tomb and its contents provide valuable information regarding the nature of afterlife beliefs and mortuary practices of royals.
10–11	<p>Tutankhamun (continued)</p> <ul style="list-style-type: none"> 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 people 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 the significance of written records as sources for the period and the usefulness, reliability and changing interpretation of ancient sources, including the Amarna Letters, the Restoration Stele of Tutankhamun, evidence from the Hittite archive at Bogazkoy (Hattusa/Hattusha) in Türkiye regarding the succession to the Egyptian throne, and Horemheb's Edict of Reform <p>Historical authentication and reliability</p> <ul style="list-style-type: none"> problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources the different interpretations and representations of the period 	<ul style="list-style-type: none"> 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. Examine how Tutankhamun's tomb was robbed in antiquity, impacting our ability to get a full understanding of the burial. Examine how 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. 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. <p>Task 7: Part A – Historical inquiry (issue) (Week 11)</p> <ul style="list-style-type: none"> Conduct an in-depth investigation using the syllabus dot points listed below to create a historical inquiry examining Tutankhamun, his family, tomb and/or its contents. Students or teacher to choose topic. <ul style="list-style-type: none"> 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 the usefulness and reliability of the contribution of scholars, historians, archaeologists, institutions, new

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> the reliability and usefulness of the interpretations and representations of the period 	<p>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, Nicholas Reeves, Aiden Dodson, Zawi Hawass and/or Salima Ikram</p>
12–14	<p>Tutankhamun (continued)</p> <ul style="list-style-type: none"> 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 Howard Carter and Harry Burton, Nicholas Reeves, Aiden Dodson, Zawi Hawass and/or Salima Ikram modern factors which threaten the integrity or survival of the tomb of Tutankhamun; the importance of the work of the specialists at Factum Arte, the conservationists at the Getty Institute, and the Egyptian Department of Antiquities for the continued preservation of Tutankhamun’s tomb <p>Historical authentication and reliability</p> <ul style="list-style-type: none"> problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources the different interpretations and representations of the period the reliability and usefulness of the interpretations and representations of the period 	<ul style="list-style-type: none"> 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. 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 look at significant scholars, historians and archaeologists, whilst also looking at the impact of new scientific methodologies. <p>Task 7: Part B – In-class validation extended answer (Week 14)</p> <p>Task 7: Part A – Historical inquiry (submit) (Week 14)</p>
15	Unit 2 revision	Unit 2 revision
16	Task 8: Semester 2 examination	Task 8: Semester 2 examination

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