

ANCIENT HISTORY LIFE SKILLS STAGE 6

DRAFT OUTCOMES AND CONTENT FOR CONSULTATION

To be read in conjunction with the Ancient History Stage 6 Draft Syllabus.

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STAGE 6 LIFE SKILLS



for your information

The Ancient History Life Skills Stage 6 outcomes and content are developed from the objectives of the Ancient History Stage 6 Syllabus.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Ancient History Stage 6 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 6 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Ancient History
- Special education needs
- Life Skills.

STAGE 6 LIFE SKILLS OBJECTIVES AND OUTCOMES



for your information

For students undertaking a course based on Life Skills outcomes and content:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.



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KNOWLEDGE AND UNDERSTANDING

Objectives

Students:

- develop knowledge and understanding of people, places, societies, events and developments of the ancient world in their historical context
- develop an understanding of relevant problems and issues

Life Skills outcomes

A student:

AH6LS-1 explores contemporary methods and issues involved in the investigation of ancient history

AH6LS-2 explores features and issues reflecting change and continuity in the ancient world

AH6LS-3 explores key features, events and developments of the ancient world

AH6LS-4 identifies differing perspectives of individuals and groups in the past

AH6LS-5 investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world

AH6LS-6 investigates a range of historical sources and issues for understanding the past

AH6LS-7 identifies issues relating to the conservation of the ancient past

SKILLS

Objectives

Students:

- undertake the process of historical inquiry, using historical concepts and skills to examine problems and issues
- communicate an understanding of history, sources and evidence, and historical interpretations

Life Skills outcomes

A student:

AH6LS-8 selects and uses a variety of sources to investigate the past

AH6LS-9 identifies differing interpretations and representations of the past

AH6LS-10 undertakes historical investigations using a variety of strategies to select information from a variety of sources

AH6LS-11 communicates historical knowledge and understanding using historical terms and concepts

VALUES AND ATTITUDES

Objectives

Students:

- appreciate the influence of the ancient past on the present and the future
- value the contribution of the study of Ancient History to lifelong learning and active and informed citizenship

STAGE 6 LIFE SKILLS AND RELATED SYLLABUS OUTCOMES

KNOWLEDGE AND UNDERSTANDING

<p>Objectives Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of people, places, societies, events and developments of the ancient world in their historical context develop an understanding of relevant problems and issues 	
<p>Life Skills outcomes A student:</p>	<p>Related Year 11/12 outcomes A student:</p>
<p>AH6LS-1 explores contemporary methods and issues involved in the investigation of ancient history</p>	<p>AH11-1 describes contemporary methods and issues involved in the investigation of ancient history</p>
<p>AH6LS-2 explores features and issues reflecting change and continuity in the ancient world</p>	<p>AH12-1 describes key features of continuity and change in the ancient world</p>
<p>AH6LS-3 explores key features, events and developments of the ancient world</p>	<p>AH11-2 explains historical features, events and developments of the ancient world and how they shaped the past</p> <p>AH12-2 explains historical features, events and developments of the ancient world by prioritising their causes and analysing the various ways they shaped the past</p>
<p>AH6LS-4 identifies differing perspectives of individuals and groups in the past</p>	<p>AH11-3 describes the different perspectives of individuals and groups and their role in events and developments</p> <p>AH12-3 accounts for the different perspectives and role of individuals and groups in their historical context</p>
<p>AH6LS-5 investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world</p>	<p>AH11-4 assesses the significance of historical features, people, places, events and developments in the ancient world</p> <p>AH12-4 assesses the significance of historical features, people, places, events and developments in the ancient world, using different ways of interpreting historical significance</p>

AH6LS-6 investigates a range of historical sources and issues for understanding the past	<p>AH11-5 analyses relevant historical sources and issues in the investigation of the ancient past</p> <p>AH12-5 analyses relevant historical sources and issues that are problematic for investigating and reconstructing the ancient past</p>
AH6LS-7 identifies issues relating to the conservation of the ancient past	AH12-6 analyses issues relating to the conservation of the ancient past

SKILLS

<p>Objectives Students:</p> <ul style="list-style-type: none"> • undertake the process of historical inquiry, using historical concepts and skills to examine problems and issues • communicate an understanding of history, sources and evidence, and historical interpretations 	
<p>Life Skills outcomes A student:</p>	<p>Related Year 11/12 outcomes A student:</p>
AH6LS-8 selects and uses a variety of sources to investigate the past	<p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH12-7 critically analyses and interprets different types of sources for evidence to support an historical account or argument</p>
AH6LS-9 identifies differing interpretations and representations of the past	<p>AH11-7 identifies and accounts for differing interpretations and representations of the past</p> <p>AH12-8 explains and evaluates differing interpretations and representations of the past</p>
AH6LS-10 undertakes historical investigations using a variety of strategies to select information from a variety of sources	<p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions using evidence</p> <p>AH12-9 plans and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources</p>

AH6LS-11 communicates historical knowledge and understanding using historical terms and concepts

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

STAGE 6 LIFE SKILLS CONTENT



for your information

The Ancient History Life Skills Stage 6 course has an indicative time allocation of 120 hours in both the Year 11 and Year 12 courses. It is not necessary for students to address or achieve all of the Ancient History Life Skills outcomes. The choice of units, outcomes and content within each course, and the time spent on the content, provides the flexibility to develop rigorous, meaningful and age-appropriate programs that can address individual learning needs, strengths, interests and aspirations, and support students transitioning into post-school contexts.

Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students and identify the most appropriate contexts for the student to engage with the outcomes, for example school, community or workplace. Students will not be required to complete all of the content to demonstrate achievement of an outcome. Any examples provided under the content points are suggestions only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

The following units provide possible frameworks for addressing the Ancient History Life Skills outcomes and content, and are suggestions only. Each unit provides possible topics or case studies for study of the content. Teachers have the flexibility to design units that will meet the needs and interests of their students.



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Unit	Content focus
Investigating Ancient History – The nature, methods and issues of Modern History	Students develop an understanding of the nature of ancient history through an investigation of relevant methods and issues.
Investigating Ancient History – Case Studies	Students investigate relevant historical sources and issues to examine aspects of the history of the ancient world.
The Nature of the Ancient Past	Through the interpretation of historical sources, students investigate key features of ancient societies to develop an understanding of the nature of the ancient past.
Historical Investigation	The historical investigation is designed to provide opportunities for students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.



Unit	Content focus
Cities of Vesuvius: Pompeii and Herculaneum	Students investigate the range and nature of archaeological and written sources available for the study of the cities of Pompeii and Herculaneum through an exploration of issues relating to reconstruction, ownership and custodianship of the past.
Ancient Societies	The investigation of key features of ancient societies through a range of archaeological and written sources and relevant historiographical issues.
Personalities in their Times	Students develop an understanding of personalities in the context of their time.
Historical Periods	Through an investigation of the archaeological and written sources of historical periods, students learn about significant developments and issues that shaped the historical period as well as relevant historiographical issues.




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the content of the course.


The use of sources


Identify the origin and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    

Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research



Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

INVESTIGATING ANCIENT HISTORY – THE NATURE, METHODS AND ISSUES OF ANCIENT HISTORY

OUTCOMES

A student:

- > explores contemporary methods and issues involved in the investigation of ancient history AH6LS-1
- > explores key features, events and developments of the ancient world AH6LS-3
- > investigates a range of historical sources and issues for understanding the past AH6LS-6
- > selects and uses a variety of sources to investigate the past AH6LS-8
- > identifies differing interpretations and representations of the past AH6LS-9
- > communicates historical knowledge and understanding using historical terms and concepts AH6LS-11

Related Year 11 outcomes: AH11-1, AH11-6, AH11-7, AH11-9

CONTENT FOCUS

Students develop an understanding of the nature of ancient history through an investigation of relevant methods and issues.




The following topics for this unit are suggestions only. Teachers may develop their own options.



1. The investigation of ancient sites and sources
2. Historical authentication and reliability
3. Preservation, conservation and/or reconstruction of ancient sites
4. Cultural heritage and the role of museums
5. The treatment and display of human remains




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the study of 'Investigating Ancient History'.


The use of sources


Identify the origin and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    



Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research



Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  



















1. THE INVESTIGATION OF ANCIENT SITES AND SOURCES

CONTENT FOCUS

Students explore key elements of ancient sites and sources with a focus on the contribution of science, as they develop an understanding of the past.

CONTENT

Students:

- recognise different types of sources, for example, primary and secondary sources, print and digital sources  
- identify some of the ways historians and archaeologists record history, for example, written accounts, photographs, drawings, details of located artefacts
- identify places where historians can find sources to investigate the past  
- recognise that sources can be used to answer questions about the past, for example, how people lived, why people may have lived that way, how and why life circumstances changed
- use sources to gain an understanding of events, personalities or places in the past  
- use chronology to order events, personalities, change and places in the past 
- identify archaeological and scientific techniques relevant to the discovery and investigation of the ancient past, for example, radar, excavation, dating methods and DNA analysis 
- identify the nature of archaeological excavation and recording techniques, for example, stratification, working from the top to the bottom, note-taking, digital recording techniques
- locate, select and organise archaeological evidence relating to ancient customs and religious beliefs, for example, buildings, ancient texts, ancient images   
- recognise the role of ancient texts, oral traditions, inscriptions and iconography in order to gain an understanding of the ancient past   
- explore the role of changing technologies in investigating and reconstructing the past 
- explore how historic sites can provide historians with an understanding of events, people and developments in the past  
- use historical terms to communicate about the past, using a range of formats 

Examples that could be used to illustrate aspects of the content include: Theban Mapping Project; marine archaeology; Dead Sea Scrolls; selected excerpts from Herodotus or Thucydides; the Nazca Lines – Peru.

2. HISTORICAL AUTHENTICATION AND RELIABILITY

CONTENT FOCUS

Students explore the problems relating to the reliability of ancient sources, such as forgeries, and the significance of these issues.

CONTENT

Students:

- identify the type and origin of ancient artefacts, human remains and documents
- recognise the reliability of ancient writers who did not witness the events they describe ⚖️ ⚙️ 📖
- use scientific and comparative dating techniques for ancient sources including those by Aboriginal peoples, for example, documents and objects 🖐️ 📄
- identify ancient sources that are deemed to be forgeries over time ⚙️
- recognise the motivations of the perpetrators of fakes and forgeries and explore the significance of this evidence for learning about the past 🖐️ ⚙️ 🌐
- explore challenges in the process of undertaking an historical investigation, for example, supporting and contradictory evidence, validity and reliability of sources, problems of authenticity, selectivity of evidence, accuracy in recording findings ⚙️ ⚖️

Examples that could be used to illustrate aspects of the content include: Piltdown Man; Turin Shroud; Priam's treasure; KV5 tomb; Homer's Iliad; Dead Sea Scrolls.

3. PRESERVATION, CONSERVATION AND/OR RECONSTRUCTION OF ANCIENT SITES

CONTENT FOCUS

Students identify the methods and issues related to the preservation, conservation and/or reconstruction of ancient sites.

CONTENT

Students:

- identify the nature of historical sites, and the condition of the remains 🗑️ 🗑️
- explore issues of conservation and preservation of the sites, such as external factors affecting the sites, for example, environmental factors, pillaging, war 🗑️ 🗑️ 🗑️ 🗑️
- investigate how historical evidence may be lost, for example, through looting, war, natural disasters, and later rediscovered, for example, by chance, through fieldwork or settlement changes 🗑️
- outline World Heritage significance and identify sites that are listed 🌐
- recognise the methods used to preserve or reconstruct the sites
- identify responses made to protect ancient sites of World Heritage listing 🗑️ 🗑️ 🗑️ 🗑️
- explore how ancient sites are portrayed in popular culture, for example, paintings, historical fiction, documentaries, museum displays 🗑️ 🗑️ 🗑️ 🗑️ 🗑️

Examples that could be used to illustrate aspects of the content include: Knossos; The Athenian Agora; Persepolis; Teotihuacan; Terracotta Warriors; Giza; a recent example of a site at risk.

4. CULTURAL HERITAGE AND THE ROLE OF MUSEUMS

CONTENT FOCUS

Students explore and recognise the significance of artefacts in relation to culture and the role of museums.

CONTENT

Students:

- identify historical sources in relation to the society and culture to which they belong, for example, ancient artefacts, ancient documents, art 🖐️🏛️🎨
- compare historical artefacts in museums to the original home of the artefact 🌐🏛️🌍
- define illegal trade and looting in reference to archaeological sites 🖐️🏛️🌍🎨
- explore a case study in which a stolen artefact is now the property of a museum 🌐🏛️
- explore various ways in which museums collect, display and store artefacts
- identify and list the contributions of museums to our knowledge of history, for example, public education, cultural identity 🖐️🌐🏛️🌍

Examples that could be used to illustrate aspects of the content include: Bust of Nefertiti; Parthenon Sculptures; Crowther Collection; Priam's treasure.

5. THE TREATMENT AND DISPLAY OF HUMAN REMAINS

CONTENT FOCUS

Students explore the preservation, significance and treatment of human remains.

CONTENT

Students:

- outline where human remains were discovered, who discovered them and who removed them 🖐️
- investigate human remains and identify their condition and how they were preserved, for example, environmental circumstances and cultural practices 🖐️ ⚙️
- explore the methods and results of scientific analysis, for example, forensic techniques such as CT scans, DNA analysis 🖥️
- identify modern preservation techniques 🖥️
- recognise the ways in which human remains can be an historical source for understanding the society of the remains, for example, social status, religion, health, environment, medicine 🌐 ⚙️ ⚙️
- identify where and how human remains are displayed, for example, cultures and museums 🖐️ ⚙️

Examples that could be used to illustrate aspects of the content include: Aboriginal Australians; mummified remains; bog bodies; Ötzi - the Iceman.

INVESTIGATING ANCIENT HISTORY – CASE STUDIES

OUTCOMES

A student:

- > explores contemporary methods and issues involved in the investigation of ancient history AH6LS-1
- > explores key features, events and developments of the ancient world AH6LS-3
- > identifies differing perspectives of individuals and groups in the past AH6LS-4
- > investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world AH6LS-5
- > investigates a range of historical sources and issues for understanding the past AH6LS-6
- > selects and uses a variety of sources to investigate the past AH6LS-8
- > identifies differing interpretations and representations of the past AH6LS-9
- > undertakes historical investigations using a variety of strategies to select information from a variety of sources AH6LS-10
- > communicates historical knowledge and understanding using historical terms and concepts AH6LS-11

Related Year 11 outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine aspects of the history of the ancient world.

The case studies for students undertaking a Life Skills pattern of study should develop students' historical knowledge, skills and understanding through the exploration of historical sources and content.

The following case studies for this unit are suggestions only. Teachers may develop their own case studies.

Examples of case studies from Egypt, Greece, Rome

1. Alexandria
2. The Roman Games
3. Troy
4. Tutankhamun's Tomb

Examples of case studies from the Near East, Asia, the Americas, Australia

5. Ancient Australia
6. Entombed warriors of Xian
7. Teotihuacan
8. The emergence of early societies

Note: these suggested case studies do not cover Stage 6 Ancient History case studies Boudicca, Deir el-Medina, The Celts, Thera, Ashoka, Nineveh and Masada. Teachers may choose to develop ideas and concepts from these case studies to address Life Skills outcomes if appropriate.

1. ALEXANDRIA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Alexandria.

CONTENT

Students:

- explore historical background
 - the historical change in Alexandria from foundation to the late Roman period 🌐
 - geographic location and setting, as well as the layout of the town ↕🌐
 - Alexander the Great's role in the foundation of the city
 - the influence of the Romans ↕🌐
- identify the sources and evidence that have survived
 - early excavations and underwater archaeological discoveries
 - sources, such as houses, tombs, shrines, sherds, records 🌐📖
- explore aspects of the history of Alexandria using historical sources
 - architecture – decoration, purpose and function of buildings, for example, the Pharos lighthouse, the Temple of Sarapis, the Serapeum, palaces and temples, the harbour, gymnasium, theatre and stadium 🏛️🌐
 - the social life, for example, Greek elite, Egyptians, roles of citizens, role of the ruler, public entertainment, laws ⚖️🌐
 - trading on the Mediterranean and the Nile 🌐★
 - religious life, such as Egyptian beliefs and practices 🏛️🌐
 - other aspects of culture, for example, the library, schools, the sciences and literature 🏛️🌐

2. THE ROMAN GAMES

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of the Roman games.

CONTENT

Students:

- explore historical background
 - Roman games, such as gladiators and charioteers 🌐
- identify the sources and evidence that have survived
 - evidence from archaeological remains, such as tombs, mosaics, amphitheatre mosaics, Pompeian amphitheatre, gladiator barracks, weapons, armour, helmets ✨ 🌐
 - Flavian amphitheatre (Colosseum), provincial amphitheatres, circus maximus 🌐
 - elements of perspective within sources ✨
- explore aspects of the history of the Roman games using historical sources
 - representations of the Roman games in frescos, mosaics, tomb epitaphs, armour and weapons, graffiti, ancient texts, for example, Seneca, Cicero, Tacitus, St Augustine 🌐
 - nature of warfare, armour, weapons, entertainment, for example, use of helmet as head protection, chariots, horses and training 🌐
 - training of gladiators, for example, the use of the circus maximus 🏛️ 🌐
 - fighting techniques, body protection technology and types of metals, use of medicine in treating wounds 🌐
 - gladiators and chariot racing in Roman culture: freedmen, slaves, spectators: seating, status, individual, fame and freedom 🏛️ 🌐
 - the role of blood sports in Roman society ✨
 - historical representations - both ancient and modern, for example, Christian and modern popular culture 🏛️ 🌐

3. TROY

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Troy.

CONTENT

Students:

- explore historical background
 - overview of the Bronze Age world: major cultures and sites 🌐
 - Trojan legends, identify Greek gods, Homer and the epic cycle 🌐
 - modern views of Trojan legends 🌐
- identify the sources and evidence that have survived
 - discovery and excavation of Troy; role of archaeologists, for example, Calvert, Schliemann, Dorpfeld, Blegen, Korfman 🏛️
 - aspects of written sources, such as the Linear B tablets from Pylos, Homer's *Iliad*, Euripides's *Women of Troy*
 - evidence of different layers of Troy throughout the ancient past ⚙️ 🌐
- explore aspects of the history of Troy using historical sources
 - role of women: identify Helen, fate of Trojan and Greek women, identify goddesses ⚖️ 🌐
 - define the purpose of myth, for example, its use in values, religion, history ⚖️ 🌐
 - the destruction of Troy and how this is represented in ancient and modern sources ⚖️ 🌐 🗣️
 - evidence of Trojan War, Homer's *Iliad* ⚙️ 🗣️
 - Schliemann and his role in the work at Troy 🗣️
 - poetry as an historical source, for example, Homer's *Iliad* 🗣️

4. TUTANKHAMUN'S TOMB

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine Tutankhamun's tomb.

CONTENT

Students:

- explore historical background
 - overview of New Kingdom Egypt, Akhenaten's change in religion, Tutankhamun's birth 🌐 🗑️
 - discovery and excavation of the tomb by Howard Carter, such as the objects found in the tomb 🌐 ✨
- identify the sources and evidence that have survived
 - features of the tomb and content of the tomb, for example, size and structure, burial furniture, possessions, wall paintings and decorations 📖
 - burial customs of New Kingdom Egypt: mummification, funeral procession, burial and the role of the gods 🗑️ 🌐 🗑️ ✨
 - tomb paintings and the information provided about burial, gods and beliefs 🌐
- explore aspects of the history of Tutankhamun's tomb using historical sources
 - the condition of the mummy of Tutankhamun and how it was preserved, and removed by Howard Carter 🗑️ 🌐 ✨
 - what the tomb artefacts tell us about Egyptian society, for example, social status of individuals, the beliefs and practices of the society, health and the environment ⚙️ 🗑️ 🌐 ✨ ✨
 - methods of scientific analysis (forensic techniques, such as CT scans and DNA testing) and recent findings: new theories on causes of death 📖 🗑️
 - Tutankhamun in popular culture in the 20th century – 'Tutmania' and the 'mummy's curse' 🗑️
 - problems with the way Howard Carter treated the tomb ✨ ⚙️ 🌐
 - the role of online technology for preserving Tutankhamun's treasures 📖

5. ANCIENT AUSTRALIA

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of ancient Australia.

Sites to investigate may be selected from the local area or from other parts of Australia, for example:

- Burrup Peninsula – Western Australia
- Lake Condah – Victoria
- Sydney Harbour – New South Wales
- Willandra Lakes – New South Wales
- Wollemi National Park – New South Wales

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to consider involving local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications.

CONTENT

Students:

- explore historical background
 - diversity of Aboriginal language groups across Australia 🗝
 - the geographical context of Aboriginal language groups in Australia 🗝
- identify the sources and evidence that have survived
 - archaeological sources that exist in dwellings and sites, for example, tools, grinding stones, shell middens, scarred trees, carved trees, iconography, human remains 🗝🌐
 - use scientific analysis to determine the age of sources 📄
 - define oral history, such as Dreaming stories 🗝🌐
- explore aspects of Ancient Australia using historical sources
 - reasons for Aboriginal presence at various sites
 - trading and farming, for example, eel and fish farming
 - social roles in daily life and living conditions
 - similarities and differences with other Aboriginal language groups 🗝🌐
 - the protection and conservation of Aboriginal sites 🗝🏛📄

6. ENTOMBED WARRIORS OF XIAN

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the entombed warriors of Xian.

CONTENT

Students:

- explore historical background
 - brief historical overview of Ancient China 🌐
 - geographical features 🌐 🌐
 - development of Confucianism/Daoism: Who was Confucius?, the spread of Confucius 🌐 🌐
 - classical Chinese art forms 🌐 🌐
 - King Zheng of Qin (259 – 210 BC) becomes Qin Shi Huangdi, the First Emperor of China 🌐
- identify the sources and evidence that have survived
 - mausoleum of the First Emperor of China, such as the discovery of burial vaults, terracotta warriors and horses, history of the tomb 🌐 🗑️
 - the excavation of the tomb and the finds 🌐 🗑️
 - structure of the burial vaults of the terracotta warriors: method of concealment, location and purpose 🌐
- explore aspects of the Entombed Warriors of Xian using historical sources
 - evidence of ancient manufacturing technologies and the terracotta warriors 🌐 🗑️ 🗑️
 - use of modern science to determine extent of skilled workmanship, for example, facial recognition software 🌐 🗑️ 🗑️
 - terracotta warriors: nature of warfare, armour, weapons, army organisation, features of foot soldiers, officers and cavalrymen, the power of the emperor 🌐 🗑️
 - materials making up armour and weapons 🌐
 - representations of Emperor Qin Shi Huangdi and different perspectives 🌐 ⚙️ 🗑️
 - why the mausoleum is a World Heritage site, presentation of terracotta warriors by museums, importance to Chinese culture 🌐 🗑️

7. TEOTIHUACAN

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the history of Teotihuacan.

CONTENT

Students:

- explore historical background
 - location and geographical features of the Teotihuacan Valley: 🌐
 - urban and rural inhabitants, caves
 - different societies occupying the area, such as Maya, Mixtec, Zapotec, Aztec 🌐
- identify the sources and evidence that have survived
 - architecture: temples, Pyramids of the Sun and Moon, Temple of the Feathered Serpent, Avenue of the Dead ✦ 🌐
 - art: murals, glyphs, pottery, significance of the depiction of water in art ✦ 🌐
 - the lack of evidence and the problems caused for historians 📖
- explore aspects of Teotihuacan using historical sources
 - religion: deities, funerary marks, ritual sacrifice, burials 🌐
 - daily life: social classes, family, economic activity ✦ 🌐 ✨
 - contact with others: trade and influence of other cultures ✦
 - collapse of Teotihuacan and theories, such as natural disaster, internal rebellion, external attack ✨ 🌐
 - Teotihuacan as a World Heritage site, tourism to Teotihuacan ✦ 📖
 - the Teotihuacan Mapping Project ✦

8. THE EMERGENCE OF EARLY SOCIETIES

CONTENT FOCUS

Students investigate relevant historical sources and issues to examine the emergence of early settled societies in the ancient world.

CONTENT

Students:

- explore historical background
 - why and where the earliest societies developed and the evidence that exists ✚ 🏛️
 - the defining characteristics of the earliest societies eg farming, social classes, writing, religion, rule of law, art and architecture, trade ✚ ⚙️ 🏛️ 🌐 ✚
- identify the sources and evidence that have survived
 - art, iconography, writing, tools and pottery and what it shows about the beginning of ancient societies and the functioning of ancient societies 🌐 📖
 - lack of evidence and problems this may cause for historians ⚙️
- explore aspects of ancient societies using historical sources 🌐
 - discovery of neolithic sites and archaeological work being done on them
 - evidence of agriculture, art, religion, murals, gods ✚ 🌐 ✨
 - the Indus Valley Civilisation (as a possible case study) art and architecture; pottery, the Great Bath, 'The Dancing Girl'; administration and government, seal stones
 - tombs found and the use of skeletal remains 🏛️ 🌐
 - examples of copper and pottery found, and semi-precious stones 🌐 ✨
 - examples of development of writing and language 🌐 📖

THE NATURE OF THE ANCIENT PAST

OUTCOMES

A student:

- > explores contemporary methods and issues involved in the investigation of ancient history AH6LS-1
- > explores key features, events and developments of the ancient world AH6LS-3
- > identifies differing perspectives of individuals and groups in the past AH6LS-4
- > investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world AH6LS-5
- > investigates a range of historical sources and issues for understanding the past AH6LS-6
- > selects and uses a variety of sources to investigate the past AH6LS-8
- > identifies differing interpretations and representations of the past AH6LS-9
- > undertakes historical investigations using a variety of strategies to select information from a variety of sources AH6LS-10
- > communicates historical knowledge and understanding using historical terms and concepts. AH6LS-11

Related Year 11 outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9

CONTENT FOCUS

Through the interpretation of historical sources, students investigate key features of ancient societies to develop an understanding of the nature of the ancient past.

Students may undertake the study of ancient societies focusing on key features as appropriate for the societies selected. Teachers may wish to develop additional studies of a different society which could include either the same or alternate key feature.

The key features and societies may be drawn from the following:

Key features	Societies
<ul style="list-style-type: none">● Women● Slavery● Art and architecture● Weapons and warfare● Death and funerary customs● Power and image	<ul style="list-style-type: none">● Egypt● Assyria● Persia● Israel● Greece● Rome● Celtic Europe● India● China

The following are provided as some possible studies of key features and ancient societies:




- Women in Ancient Greece
- Slavery in Ancient Rome
- Art and architecture in Ancient Rome
- Weapons and warfare in Ancient China
- Death and funerary customs in Ancient Egypt
- Power and image in Ancient Assyria.



An appropriate historical period should be identified that provides scope for examining features of continuity and change.




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the study of 'The Nature of the Ancient Past'.

The use of sources


Identify the origin, and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    




Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research


Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

CONTENT

Students investigate:

- the context of the society within the ancient world 🌐 📖
- key features of the ancient society ⚖️ 🌐 📖

The following features, as appropriate for the society, may be selected.

WOMEN

The role and impact of women, such as:

- the everyday life of a woman, for example, daily duties, clothing 🌐
- the role of women within the family 🌐 ✨
- the place of women in the social structure ✨
- jobs women were able to do ✨ ✨
- the role of women in religion 🌐 ✨
- reasons for the status and role of women 🌐 ✨
- the impact and representation of influential women 🌐 ✨
- change and/or continuity in the role and impact of women

SLAVERY

The forms of slavery and its significance, such as:

- the origins and causes of slavery ✨
- men, women and children in slave groups and how they were treated 🌐
- the economic role of slavery 🌐
- slaves' relationship with masters ⚖️ 🌐
- key events that occurred in relation to slavery, for example, revolts or rebellions ⚖️ ✨
- change and/or continuity in the forms of slavery and its significance

ART AND ARCHITECTURE

The nature and significance of art and architecture, such as:

- the types of art and architecture, for example, paintings, sculptures, mosaics, tombs, temples and buildings ✨ 📖
- different styles of art and materials used 🌐
- the main features, materials, purpose and function of various forms of buildings ✨
- the role of art in the ancient society 🌐
- how different styles of art spread around ancient societies 📖
- the impact of a significant individual in the society in relation to art or architecture 🌐
- change and/or continuity in the nature and significance of art and architecture

WEAPONS AND WARFARE

The development of weaponry and methods of warfare, such as:

- the types of weapons and warfare ⚙️ 🗡️
- examples of battles in the ancient society 🌐
- the role of armies 🌐
- different types of weapons 🌐
- the life of soldiers and their training ⚔️
- the role of the military ⚖️ 🌐
- social and economic outcomes of warfare ⚖️ 🌐
- change and/or continuity in the development of weaponry and methods of warfare

DEATH AND FUNERARY CUSTOMS

The different beliefs, rituals and funerary practices, such as:

- the types of religious beliefs ⚙️
- the key beliefs and rituals 🌐
- the impact of beliefs and rituals on society ⚖️ 🌐
- the concept of an afterlife ⚖️ 🌐
- funerary practices, for example, burial sites, forms of burial, ceremonies and their associated beliefs 🌐
- change and/or continuity in the different beliefs, rituals and funerary practices

POWER AND IMAGE

The nature of different leaders and how they are portrayed in society, such as:

- the roles and images of the leader, for example, kings and queens, political, military, religious leaders ⚖️
- the social hierarchy 🌐 ⚔️
- how a leader contributes to a society ⚖️ 🌐 ⚔️
- the way leaders are represented in ancient sources 🗡️
- the impact of a significant leader in the society ⚙️
- change and/or continuity in the nature of different leaders and how they are portrayed in society

HISTORICAL INVESTIGATION

OUTCOMES

A student:

- > explores contemporary methods and issues involved in the investigation of ancient history AH6LS-1
- > explores features and issues reflecting change and continuity in the ancient world AH6LS-2
- > explores key features, events and developments of the ancient world AH6LS-3
- > identifies differing perspectives of individuals and groups in the past AH6LS-4
- > investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world AH6LS-5
- > investigates a range of historical sources and issues for understanding the past AH6LS-6
- > selects and uses a variety of sources to investigate the past AH6LS-8
- > identifies differing interpretations and representations of the past AH6LS-9
- > undertakes historical investigations using a variety of strategies to select information from a variety of sources AH6LS-10
- > communicates historical knowledge and understanding using historical terms and concepts AH6LS-11

Related Year 11 outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9

CONTENT FOCUS

Students may undertake an historical investigation, through which they further develop their historical skills.

The historical investigation is designed to provide opportunities for students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process. The outcomes addressed in the investigation build on the Years 7–10 History Life Skills outcomes.




Possible historical investigations could include:



- aspects of society as revealed through sources
- the impact of an historical event on people at the time
- the significance of an historical development
- tracing the development of an aspect of the past over time through a thematic approach
- the contribution of an historical site to our understanding of the past
- constructions of the ancient past
- an interpretation or representation of an individual, group or event.




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the process of the 'Historical Investigation'.


The use of sources


Identify the origin, and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    


Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research


Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   















Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

CONTENT

The process of historical investigation could involve:

- planning and conducting historical research  
- identifying and exploring archaeological and written sources  
- locating and selecting information from both ancient and modern sources  
- using sources to develop opinions about history 
- identifying what sources can reveal about the past 
- using sources to identify different perspectives about the past   
- writing historical questions to aid research 
- using historical terms appropriately 
- developing opinions on historical issues 
- presenting and communicating research using appropriate oral, written and/or multimedia forms, including ICT  

CITIES OF VESUVIUS – POMPEII AND HERCULANEUM

OUTCOMES

A student:

- > explores contemporary methods and issues involved in the investigation of ancient history AH6LS-1
- > explores features and issues reflecting change and continuity in the ancient world AH6LS-2
- > explores key features, events and developments of the ancient world AH6LS-3
- > identifies differing perspectives of individuals and groups in the past AH6LS-4
- > investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world AH6LS-5
- > investigates a range of historical sources and issues for understanding the past AH6LS-6
- > identifies issues relating to the conservation of the ancient past AH6LS-7
- > selects and uses a variety of sources to investigate the past AH6LS-8
- > identifies differing interpretations and representations of the past AH6LS-9
- > undertakes historical investigations using a variety of strategies to select information from a variety of sources AH6LS-10
- > communicates historical knowledge and understanding using historical terms and concepts AH6LS-11

Related Year 12 outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10

CONTENT FOCUS

Students investigate the range and nature of archaeological and written sources available for the study of the cities of Pompeii and Herculaneum through an exploration of issues relating to reconstruction, ownership and custodianship of the past.

CONTENT

Overview

Students:

- locate the sites of Pompeii and Herculaneum 🌐
- recognise the eruption of AD 79 🌐
- identify early discoveries 🏛️ 🌐
- identify the range of available sources, both written and archaeological ⚙️ 📖
- explore representations of Pompeii and Herculaneum over time 🕒

Geographical context

Students:

- identify natural features of Pompeii and Herculaneum 🌿 🌐
- explore plans and streetscapes of Pompeii and Herculaneum 🌐

Interpreting the sources for Pompeii and Herculaneum

Students:

- explore the evidence provided by a range of sources, such as ancient writers, public and private buildings, official inscriptions, graffiti, wall paintings, statues, mosaics, human and animal remains from Pompeii and Herculaneum for:
 - the eruption: sequence, impact ✨
 - the economy: trade, commerce, industries, occupations 🌐 ✨
 - social structure: men, women, freedmen, slaves ⚖️ 🌐
 - everyday life, for example, housing, leisure activities, transport, food and dining, clothing, health, baths, water supply 🌐 ✨
 - religion: temples, household gods, foreign cults 🌐
 - influence of Greek and Egyptian cultures, in areas such as art, architecture, religion 🌐

Investigating, reconstructing and conserving the past

Students:

- identify new technologies and how they are used in research ✨ 🖥️
- recognise the impact of tourism ✨ ⚖️
- identify some issues of conservation, for example, work being done on the plaster casts ✨ ⚖️
- identify the role of human remains and how they are displayed ⚖️

ANCIENT SOCIETIES

OUTCOMES

A student:

- > explores features and issues reflecting change and continuity in the ancient world AH6LS-2
- > explores key features, events and developments of the ancient world AH6LS-3
- > identifies differing perspectives of individuals and groups in the past AH6LS-4
- > investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world AH6LS-5
- > investigates a range of historical sources and issues for understanding the past AH6LS-6
- > selects and uses a variety of sources to investigate the past AH6LS-8
- > identifies differing interpretations and representations of the past AH6LS-9
- > undertakes historical investigations using a variety of strategies to select information from a variety of sources AH6LS-10
- > communicates historical knowledge and understanding using historical terms and concepts AH6LS-11

Related Year 12 outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-8, AH12-9, AH12-10

CONTENT FOCUS

The investigation of key features of ancient societies through a range of archaeological and written sources and relevant historiographical issues.

CONTENT




The following options for this unit are suggestions only. Teachers may develop their own options.



- A. New Kingdom Egypt society to death of Amenhotep III
- B. New Kingdom Egypt society during Ramesside period
- C. Society in Israel from Solomon to the fall of Samaria
- D. Persian society at the time of Darius and Xerxes
- E. Bronze Age – Minoan Crete
- F. Spartan society to the Battle of Leuctra, 371 BC
- G. Athenian society in the time of Pericles




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated with the study of 'Ancient Societies'.

The use of sources


Identify the origin, and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    




Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research



Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

CONTENT

Students:

- explore the historical and geographical context
 - geographical setting, natural features, resources and neighbours ✦
 - significant sites 🌐
- investigate social structure and political organisation
 - the social structure ✦
 - the roles and status of women ⚖️
 - issues relating to gender and identity ✦ 🌐
 - the leaders within the society ✦ ⚖️
 - how government is structured and operates 🌐 🗳️
 - the role of the army 🌐
 - the role of scribes, artisans and agricultural workers ✦
- explore economic industry
 - economy, for example, barter, coinage and taxation ✦
 - occupations, crafts and industry, such as wood, stone, metal, mining 🌐 ✦
 - different types of industry ✦ ✦
 - transport and communications 📠 ✦
 - different types of technology, such as tools, building materials, techniques and construction ✦
🌐
 - land ownership ✦
- investigate religion, death and burial
 - deities, for example, gods, goddesses, cults and priesthoods ⚖️ 🌐
 - religious symbols 🌐
 - rituals and festivals ⚖️
 - myths and legends ⚖️ 🌐
 - funerary customs, such as rituals, afterlife concepts, mummification 🌐 🎓
 - the role of places of worship, such as temples 🌐
 - a significant place of worship 🌐
- investigate cultural and everyday life
 - art, such as sculpture, jewellery and wall paintings 🌐
 - writing and literature, such as poetry 🎓
 - daily life and leisure activities 🌐 ✦

PERSONALITIES IN THEIR TIMES

OUTCOMES

A student:

- > explores features and issues reflecting change and continuity in the ancient world AH6LS-2
- > explores key features, events and developments of the ancient world AH6LS-3
- > identifies differing perspectives of individuals and groups in the past AH6LS-4
- > investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world AH6LS-5
- > investigates a range of historical sources and issues for understanding the past AH6LS-6
- > selects and uses a variety of sources to investigate the past AH6LS-8
- > identifies differing interpretations and representations of the past AH6LS-9
- > undertakes historical investigations using a variety of strategies to select information from a variety of sources AH6LS-10
- > communicates historical knowledge and understanding using historical terms and concepts AH6LS-11

Related Year 12 outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-8, AH12-9, AH12-10

CONTENT FOCUS

Students develop an understanding of personalities in the context of their time.




The following options for this unit are suggestions only. Teachers may develop their own options.



- A. Egypt: Hatshepsut
- B. Egypt: Akhenaten
- C. The Near East: Sennacherib
- D. The Near East: Xerxes
- E. Greece: Pericles
- F. Greece: Alexander the Great
- G. Rome: Julius Caesar
- H. Rome: Agrippina the Younger




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated within the study of 'Personalities in their Times'.

The use of sources


Identify the origin, and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    


Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research


Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

CONTENT

Students:

- explore the historical context of the personality
 - the ancient society the personality was a part of 🏛️ 🌐 🏛️
 - the location and geography of the ancient society
 - key features of the ancient society 🏛️ 🌐
- investigate the background and rise to prominence of the personality
 - family background 🏛️ 🌐 🏛️ ✨
 - early years and education 🏛️ 🌐 🏛️ ✨
 - marriage and relationships 🏛️ 🌐 🏛️ ✨
 - career, ambition and leadership 🏛️ 🌐 🏛️ ✨
 - rise to power 🏛️ 🌐 🏛️ ✨
- investigate the significance and impact of the personality on their ancient society and the wider world
 - key achievements ✨ 🏛️ 🌐 🏛️ ✨
 - enemies and opposition
 - legacy ✨ 🌐
 - ancient and modern images and representations ✨ 🗣️

HISTORICAL PERIODS

OUTCOMES

A student:

- > explores features and issues reflecting change and continuity in the ancient world AH6LS-2
- > explores key features, events and developments of the ancient world AH6LS-3
- > identifies differing perspectives of individuals and groups in the past AH6LS-4
- > investigates the contribution and significance of key individuals, groups, places, events and developments in the ancient world AH6LS-5
- > investigates a range of historical sources and issues for understanding the past AH6LS-6
- > selects and uses a variety of sources to investigate the past AH6LS-8
- > identifies differing interpretations and representations of the past AH6LS-9
- > undertakes historical investigations using a variety of strategies to select information from a variety of sources AH6LS-10
- > communicates historical knowledge and understanding using historical terms and concepts AH6LS-11

Related Year 12 outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-8, AH12-9, AH12-10

CONTENT FOCUS

Through an investigation of the archaeological and written sources of historical periods, students learn about significant developments and issues that shaped the historical period as well as relevant historiographical issues.

CONTENT




The following historical periods for this unit are suggestions only. Teachers may develop their own options.



- A. New Kingdom Egypt to the death of Thutmose IV
- B. New Kingdom Egypt – Amenhotep III to the death of Ramesses II
- C. The Ancient Levant during the First Temple period c. 970 – 586 BC
- D. Persia – Cyrus II to the death of Darius III
- E. The Greek World, 500 – 440 BC
- F. 4th-century Greece to the death of Phillip II
- G. The fall of the Roman Republic, 78 – 31 BC
- H. The Augustan Age, 44 BC – AD 14
- I. The Julio-Claudians, AD 14 – 69




LIFE SKILLS HISTORICAL CONCEPTS AND SKILLS

The following may be integrated within the study of the 'Historical Periods'.


The use of sources


Identify the origin, and purpose of historical sources   

Identify different types of sources and use them to describe historical events  





Explore the usefulness of sources and develop ideas about history   




Historical understanding

Explore the nature of change and continuity over time 

Identify events and the causes of those events 

Recognise the significance of historical people and events    


Recognise different perspectives of individuals and groups in the past    


Identify different historical ideas about the past and how they differ   

Explore how different opinions in history can shape understanding  





Historical investigation and research



Develop questions to investigate historical issues 

Develop a coherent research plan for historical inquiry 

Identify and locate relevant information from sources   

Explanation and communication

Use historical terms and concepts    

Acknowledge where information has come from  

CONTENT

Students:

- explore significant developments
 - geographic boundaries
 - political policies 🏛️ 🌐
 - religion and power ⚖️ 🌐
 - royalty and leadership 🌐
 - revolution ⚙️
- explore foreign relations and changing boundaries
 - role of the army ⚙️ 🌐
 - relations with neighbouring areas ⚖️ 🌐
 - war and peace 🌐
 - changing relationships with other societies ⚖️ 🌐 🏛️
- explore significant individuals
 - key achievements ✨
 - impact on the historical period 🌐 🏛️ ✨
 - legacy 🌐 🏛️