



# ENIGMAS OF HISTORY SET 2 - Australian Curriculum Correlations - Geography Syllabus

YEAR	YEAR LEVEL FOCUS	GEOGRAPHY CURRICULUM TOPICS – INQUIRY and SKILLS	CORRELATIONS TO “ENIGMAS OF HISTORY Set 2”
Year 4	<p><b>The Earth’s environment sustains all life</b></p> <p>A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p>	<p>Students represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. <b>They describe the location of places and their features using simple grid references, compass direction and distance. Students interpret data to identify spatial distributions and simple patterns and draw conclusions.</b> They present findings using geographical terminology in a range of texts.</p> <ul style="list-style-type: none"> <li>Describing the relative location of different features in a place by distance and compass direction.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Bermuda Triangle and Other Mysteries of the Deep</b></li> <li><b>The Mysteries in the Nazca Desert</b></li> <li><b>The Mysteries of the Amazon Rain Forest</b></li> <li><b>The Mystery of Machu Picchu</b></li> </ul>
Year 5	<p><b>The influence of the environment on the human characteristics of a place</b></p>	<ul style="list-style-type: none"> <li>Investigating the influence of landforms, for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, <b>Amazon</b>, Mekong or Ganges, on the development of settlements that are involved in food and fibre production.</li> <li>Examining the effects of landforms, for example, valleys, hills, natural harbours and rivers, on the location and characteristics of their place and other places they know</li> </ul>	<ul style="list-style-type: none"> <li><b>The Mysteries of the Amazon Rain Forest</b></li> <li><b>The Mysteries in the Nazca Desert</b></li> <li><b>The Mystery of Machu Picchu</b></li> </ul>



YEAR	YEAR LEVEL FOCUS - KEY QUESTIONS	HISTORY CURRICULUM TOPICS – KNOWLEDGE AND UNDERSTANDING	CORRELATIONS TO “ENIGMAS OF HISTORY Set 2”
<b>Year 7</b>	<p><b>The Ancient World</b> The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately <b>60 000 BC (BCE) – c.650 AD (CE)</b></p> <ul style="list-style-type: none"> <li>How do we know about the ancient past?</li> <li>Why and where did the earliest societies develop?</li> <li>What emerged as the defining characteristics of ancient societies?</li> <li>What have been the legacies of ancient societies?</li> </ul>	<ul style="list-style-type: none"> <li><b>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:</b></li> <li>the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.</li> <li>the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</li> <li>key features of ancient societies (farming, trade, social classes, religion, rule of law)</li> </ul>	<ul style="list-style-type: none"> <li><b>The Mysteries of Egypt’s Pyramids</b></li> <li><b>The Mystery of Tutankhamun</b></li> </ul>
		<p><b>Depth Study 1. Investigating the ancient past:</b></p> <ul style="list-style-type: none"> <li>How historians and archaeologists investigate history, including excavation and archival research</li> <li>The range of sources that can be used in an historical investigation, including archaeological and written sources</li> <li><b>The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains</b></li> </ul>	<ul style="list-style-type: none"> <li><b>The Mysteries of the Amazon Rain Forest</b></li> <li><b>The Bermuda Triangle and Other Mysteries of the Deep</b></li> <li><b>Revealing the Secrets of Dinosaurs</b></li> <li><b>Searching for the Real Dracula</b></li> <li><b>The Mystery of Machu Picchu</b></li> <li><b>The Mysteries in the Nazca Desert</b></li> <li><b>The Mysteries of Egypt’s Pyramids</b></li> <li><b>The Mystery of Tutankhamun</b></li> </ul>
		<p><b>Depth Study 2. The Mediterranean world: Egypt</b> Students investigate ONE of these Mediterranean societies in depth: <b>Egypt</b> or Greece or Rome.</p> <ul style="list-style-type: none"> <li>Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion</li> <li>The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs</li> <li>Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties</li> <li>The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II</li> </ul>	<ul style="list-style-type: none"> <li><b>The Mysteries of Egypt’s Pyramids</b></li> <li><b>The Mystery of Tutankhamun</b></li> </ul>



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YEAR	YEAR LEVEL FOCUS - KEY QUESTIONS	HISTORY CURRICULUM TOPICS – KNOWLEDGE AND UNDERSTANDING	CORRELATIONS TO “ENIGMAS OF HISTORY Set 2”
<b>Year 8</b>	<p><b>The Ancient to the Modern World</b></p> <p>The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, <b>c.650 AD (CE) – 1750</b></p> <ul style="list-style-type: none"> <li>• How did societies change from the end of the ancient period to the beginning of the modern age?</li> <li>• What key beliefs and values emerged and how did they influence societies?</li> <li>• What were the causes and effects of contact between societies in this period?</li> <li>• Which significant people, groups and ideas from this period have influenced the world today?</li> </ul>	<p><b>Overview content for the ancient to modern world</b> (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, <b>Aztec, Inca</b>) includes the following:</p> <ul style="list-style-type: none"> <li>• identifying the major civilisations of the period (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, <b>Aztec, Inca</b>); where and when they existed; and their extent.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Mysteries in the Nazca Desert</b></li> <li>• <b>The Mysteries of the Amazon Rain Forest</b></li> <li>• <b>The Mystery of Machu Picchu</b></li> </ul>
	<p><b>Depth Study 1. Medieval Europe (c.590 – c.1500)</b></p> <ul style="list-style-type: none"> <li>• The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society</li> </ul> <p><b>Expanding Contacts</b></p> <ul style="list-style-type: none"> <li>• <b>The Black Death in Asia, Europe and Africa (14th century plague).</b> The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease.</li> <li>• Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Searching for the Real Dracula</b></li> </ul>	