

Learning module: Deep Time History of Australia

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| <p>Cross-curriculum priorities</p> <p>Students will have been involved in additional learning about aspects of:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia's engagement with Asia • Sustainability | |
| <p>Students will cover the following areas</p> | <p>Questioning and researching</p> |
| <p>AC9HH7K02</p> <p>Theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent.</p> | <p>AC9HH7S01</p> <p>Develop historical questions about the past to inform historical inquiry</p> |
| <p>AC9HH7K03</p> <p>How First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time</p> | <p>AC9HH7S02</p> <p>Locate and identify primary and secondary sources to use in historical inquiry.</p> |
| <p>AC9HH7K04</p> <p>How First Nations Australians have responded to environmental processes and changes over time.</p> | <p>Using historical sources</p> |
| <p>AC9HH7K05</p> <p>The technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management.</p> | <p>AC9HH7S03</p> <p>Identify the origin, content, context and purpose of primary and secondary sources.</p> |

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| <p>AC9HH7K06</p> <p>The social organisation and cultural practices of early First Nations Australians, and their continuity and change over time.</p> | <p>AC9HH7S04</p> <p>Identify and describe the accuracy and usefulness of primary and secondary sources as evidence.</p> |
| <p>AC9HH7K07</p> <p>The cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation.</p> | <p>Historical perspectives and interpretations</p> |
| <p>AC9HH7K08</p> <p>The different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past.</p> | <p>AC9HH7S05</p> <p>Describe causes and effects, and explain continuities and changes.</p> |
| <p>AC9HH7K09</p> <p>How the physical environment and geographical features influenced the development of the ancient society.</p> | <p>AC9HH7S06</p> <p>Identify perspectives, attitudes and values of the past in sources.</p> |
| <p>AC9HH7K10</p> <p>The organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society.</p> | <p>AC9HH7S07</p> <p>Explain historical interpretations about significant events, individuals and groups.</p> |
| <p>AC9HH7K11</p> <p>Key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs.</p> | <p>Communicating</p> |
| <p>AC9HH7K12</p> <p>Causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties.</p> | <p>AC9HH7S08</p> <p>Create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources.</p> |
| <p>AC9HH7K13</p> <p>The role and achievements of a significant individual in an ancient society.</p> | |

Source: *The Australian Curriculum Humanities and Social Sciences V9 2023* viewed August 2023

Learning opportunities at the Museum

<https://www.nma.gov.au/learn>

The National Museum's dynamic and curriculum-linked school programs and experiences provide awesome experiences for groups large and small. Read about our online programs and educator-led programs in Canberra.