

## Year 7 program: investigating the ancient past – the mystery of Narrabeen Man

<b>Class:</b>	<b>Duration:</b> 4-6 lessons of 40 minutes, depending on student response
<b>Curriculum context</b> This learning sequence is part of the Australian Curriculum: History's Year 7 Depth Study 1: Investigating the Ancient Past. It is an investigation of an ancient Australian burial and it links directly to content relating to how historians and archaeologists investigate history, the range of sources that can be used in an historical investigation, the nature of the sources for ancient Australia and what they reveal about Australia's ancient past. This learning sequence, presented as a mystery, requires students to use the process of historical inquiry, to critically analyse archaeological evidence and to develop their own interpretation based on the evidence.	
<b>Overview link</b> This investigation fits within the broad overview of the period 60 000 BC (BCE) – c.650 AD (CE) and links to the theory that during this period people moved out of Africa and migrated to other parts of the world, including Australia.	
<b>Depth Study 1: Investigating the ancient past</b> Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past. The Mystery of Narrabeen Man relates to the following content areas: <ul style="list-style-type: none"><li>• How historians and archaeologists investigate history, including excavation and archival research (<a href="#">ACDSEH001</a>)</li><li>• The range of sources that can be used in an historical investigation, including archaeological and written sources (<a href="#">ACDSEH029</a>)</li><li>• 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 (<a href="#">ACDSEH030</a>)</li><li>• The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (<a href="#">ACDSEH031</a>)</li><li>• The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (<a href="#">ACDSEH148</a>)</li></ul>	

<p><b>Cross-curriculum priority – Aboriginal and Torres Strait Islander history and cultures</b></p> <p><b>Culture OI.6</b> - Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.</p>	
<p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>• How do we know about the ancient past?</li> <li>• What emerged as the defining characteristics of ancient societies?</li> </ul>	<p><b>Focus questions for this investigation</b></p> <ul style="list-style-type: none"> <li>• What do archaeological sources reveal about what happened to Narrabeen Man?</li> </ul>
<p><b>Key concepts addressed</b></p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Continuity and change</li> <li>• Cause and effect</li> <li>• Empathy</li> <li>• Significance</li> <li>• Contestability</li> </ul>	
<p><b>Historical skills addressed</b></p> <p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• Sequence historical events, developments and periods (ACHHS205)</li> <li>• Use historical terms and concepts (ACHHS206)</li> </ul> <p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>• Identify a range of questions about the past to inform a historical inquiry (ACHHS207)</li> <li>• Identify and locate relevant sources, using ICT and other methods (ACHHS208)</li> </ul> <p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• Identify the origin and purpose of primary and secondary sources (ACHHS209)</li> <li>• Locate, compare, select and use information from a range of sources as evidence (ACHHS210)</li> <li>• Draw conclusions about the usefulness of sources (ACHHS211)</li> </ul> <p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>• Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)</li> </ul>	

<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>• Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)</li> <li>• Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)</li> </ul>	
<p><b>Year 7 Achievement standards – students will</b></p>	
<ul style="list-style-type: none"> <li>• <b>suggest</b> reasons for change and continuity over time</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>describe</b> the effects of change on societies, individuals and groups</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>describe</b> events and developments from the perspective of different people who lived at the time</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>explain</b> the role of groups and the significance of particular individuals in society</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>identify</b> past events and developments that have been interpreted in different ways</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>sequence</b> events and developments within a chronological framework</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>use</b> dating conventions to represent and measure time</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>develop</b> questions to frame a historical inquiry</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>identify</b> and select a range of sources</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>locate</b>, compare and use information to answer inquiry questions</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>examine</b> sources to explain points of view</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>develop</b> texts, particularly descriptions and explanations</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>use</b> historical terms and concepts</li> </ul>	

<p><b>References</b></p> <p>ABC Science 2008, <i>Catalyst</i>: &lt;Narrabeen Man&gt; <a href="http://www.abc.net.au/catalyst/stories/2278381.htm">http://www.abc.net.au/catalyst/stories/2278381.htm</a> , 19 June.</p> <p>Attenbrow, VJ 2010, <i>Sydney's Aboriginal Past: Investigating the Archaeological and Historical Records</i>, 2nd edition, Sydney, UNSW Press.</p> <p>Fullagar, R, McDonald, J, Field, J, &amp; Donlon D, 2009 &lt;Deadly weapons: Backed microliths from Narrabeen NSW&gt; <a href="http://epress.anu.edu.au/wp-content/uploads/2011/08/19.pdf">http://epress.anu.edu.au/wp-content/uploads/2011/08/19.pdf</a> in M Haslam, G Robertson, A, Crowther, S, Nugent &amp; L. Kirkwood (eds.), <i>Archaeological science under a microscope: Studies in residue and ancient DNA analysis in honour of Thomas H. Loy (Terra Australis</i>, Vol. 30, pp. 258-270).</p> <p>Hiscock, P 2008, <i>Archaeology of ancient Australia</i>, Routledge, London and New York.</p> <p>McCarthy, F 1976, <i>Australian Aboriginal stone implements, including bone, shell and tooth implements</i>, The Australian Museum Trust, Sydney.</p> <p>McDonald, J, Donlon, D, Field, J, Fullagar, R, Brenner Coltrain, J, Mitchell, P. &amp; Rawson, M 2007, 'The first archaeological evidence for death by spearing in Australia', <i>Antiquity</i> 81: 1-9.</p>	
<p><b>Comments</b></p>	<p><b>Evaluation and suggestions</b></p>
<p><b>Date of completion:</b></p>	<p><b>Signature/s:</b></p>

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials.