

**NATIONAL TRUST OF AUSTRALIA (WA)**

**AUSTRALIAN CURRICULUM: HISTORY  
YEAR 7**

**DEPTH STUDY 1 – Investigating the ancient past  
(Ancient Australia)**

**Lake Mungo**

**Rock Art and Cave Painting**

**The Burrup Peninsula as an Inquiry**

## Year 7 Program: Depth Study 1: Investigating the ancient past (Ancient Australia): Lake Mungo, Rock Art and Cave Painting

**Note:**

1. GC indicates where the program links to the **General Capabilities** listed in the Australian Curriculum History document.
2. This program is based on the notional time of 80 hours for the course, two hours per week and is designed to be a 13-week long program.
3. There are indicators for cross-curricular activities that could be developed into an integrated program.
4. The cross-curricular dimension of Aboriginal and Torres Strait Islander perspectives is included throughout this program.
5. This program assumes students have ICP knowledge and have basic research skills.

| Week | Historical Understandings | Historical Skills  | Program – Historical Knowledge  |
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| 1-2  |                           | <p>Locate, select and use information from a range of sources as evidence</p> <p>Use historical terms and concepts</p> <p>Use a range of communication forms</p> <p>Sequence historical events and periods</p> | <p><b>KEY INQUIRY QUESTION – How do we know about the ancient past?</b> (Note: This question is intrinsic to the whole program.)</p> <p>Students develop a <b>mind map</b> for <i>What is pre/Ancient history?</i> Give the students time to research this question then distribute a template to fill in from different student responses.</p> <p>Using both electronic and print dictionaries and encyclopaedia, begin to develop an <b>illustrated* vocabulary sheet</b>. [GC – Literacy, ICT and Critical and creative thinking] Some words to include:</p> <ul style="list-style-type: none"> <li>• Artefacts</li> <li>• Wall paintings/cave paintings</li> <li>• Petroglyphs/rock art/clay tablets</li> <li>• Archaeologists</li> <li>• Palaeontologists</li> <li>• Anthropologists</li> <li>• Cryptographers</li> <li>• Geneticists</li> </ul> <p>* Ask students to give examples or, where possible, include a photograph/map/drawing etc. This could become a minor <b>assessment</b> item.</p> <p>How are these artefacts and people important sources of information for historians? What questions would the historian ask of them? [ GC – Critical and creative thinking]</p> <p>Introduce students to the different methods of indicating time and the way we show the BCE/CE cut-off [GC – Numeracy]:</p> <ul style="list-style-type: none"> <li>• BC – Before Christ</li> <li>• BCE – Before the Common Era</li> <li>• BP – Before Present</li> <li>• AD – Anno Domini (of the Christian era/after the birth of Christ)</li> <li>• CE – Common Era</li> </ul> |





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| <p><b>7-8</b></p>  | <p>Continuity and change</p> | <p>Locate, select and use information from a range of sources as evidence</p> <p>Use historical terms and concepts</p> <p>Use a range of communication forms</p>       | <p><b>KEY INQUIRY QUESTION – What have been the legacies of ancient societies?</b></p> <p><b>The importance of conserving the remains of the past</b></p> <p><b>The Heritage Value:</b> What does this art have <b>in common</b>? Look for some specific <b>differences</b>. What does this tell us about the possible <b>meanings</b> of the images? (Many of the web sites listed at the end of this program discuss these issues.) [GC – Critical and creative thinking, Intercultural understandings]</p> <p><b>Assessment:</b> Students to submit an in-class assessment on why this art is important and why it should be conserved. [GC – Literacy, Critical and creative thinking]</p> <p>Introduce co-curricular work and/or links to other learning areas.</p> <p><b>Art.</b> Start with students identifying modern images for universal signage, then have students begin their own ‘cave painting’ using universal images e.g. hand images, representations of animals (their own pets or endangered species for example) and rock art using soap stone. [GC – Critical and Creative thinking]</p> <p><b>Ancient Australia – the oral tradition</b></p> <p>This provides an opportunity to link with the <b>English</b> learning area - <b>Aboriginal Dreaming stories</b>. Introduce stories associated with the Aboriginal heritage. See the on-line sources, including interactive story-telling sites in the resources section at the end of this program. Engage the students by having them go to the interactive site:<br/> <a href="http://www.abc.net.au/dustechoes/dustEchoesFlash.htm">http://www.abc.net.au/dustechoes/dustEchoesFlash.htm</a><br/> <a href="http://www.nla.gov.au/exhibitions/bunyips/flash-site/index-flash.html">http://www.nla.gov.au/exhibitions/bunyips/flash-site/index-flash.html</a></p> <p>Read some texts which tell these stories.</p> <p>If possible, invite an Aboriginal storyteller and/or Elder to come to the school to tell Dreaming stories. Have students develop and present their own dreaming stories using a variety of presentation methods.<br/> [GC and links to other learning areas – English/Literacy , Critical and Creative thinking, ITC, Intercultural Understandings]</p> |
| <p><b>9-11</b></p> | <p>Evidence</p>              | <p>Identify a range of questions about the past to inform an historical inquiry</p> <p>Identify and locate relevant historical sources using ICT and other methods</p> | <p><b>HISTORICAL INQUIRY: Major Assessment</b></p> <p>Begin student’s historical inquiry: <b>The Burrup Peninsula</b></p> <p>Teach the methodology of inquiry:</p> <ul style="list-style-type: none"> <li>• Formulate inquiry questions</li> <li>• Find relevant primary and secondary sources</li> <li>• Select and organise information from these sources</li> <li>• Distinguish between fact and opinion</li> <li>• Establish and explain different points of view/perspectives</li> </ul>   |

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|                     | <p>Perspective and empathy</p> <p>Significance</p> <p>Contestability</p> | <p>Locate, select and use information from a range of sources as evidence</p><br><p>Draw conclusions about the usefulness of sources</p><br><p>Develop historical texts, particularly descriptions and explanations which use evidence from a range of sources</p><br><p>Use a range of communication forms</p> | <ul style="list-style-type: none"> <li>• Use historical terms and concepts in presenting findings</li> <li>• Use a range of communication styles for final presentation</li> <li>• Use an inquiry organiser to help the students keep all of their material together. Students must hand in the organiser as part of their assessment.</li> </ul> <p><b>The Burrup Peninsula</b> – The largest Petroglyph site in the world. Begin research with the following web site:<br/> <a href="http://www.burrup.org.au/">http://www.burrup.org.au/</a><br/>         In this Inquiry students are to find out about:</p> <ul style="list-style-type: none"> <li>• The age of the site</li> <li>• The images and their heritage significance. What do they tell us about the way of life/culture/beliefs?</li> <li>• Importance to the Aboriginal peoples of the area up to the present</li> <li>• Importance to Australia and the World</li> <li>• Issues associated with heritage value (must the rocks remain <i>in situ</i>; are they of equal value in a museum setting; why is it necessary to try to retain all of the art?)</li> <li>• Issues associated with the industrial development of the area – can heritage places and development co-exist? (Consider the perspectives of the different groups.)</li> </ul> <p>Students may present their findings in a variety of ways including museum display, wall chart, PowerPoint, dramatisation, report etc.<br/>         NOTE: this inquiry could be done in small groups with individuals within the group researching aspects of the topic and receiving an individual mark for their research and then receiving a group mark for the final presentation.<br/>         Each group to give an oral explanation of their presentation to the class about the group's findings.<br/>         [GC – Literacy, ICT, Critical and creative thinking, Intercultural understanding, Ethical behaviour]</p> |
| <p><b>12-13</b></p> |  | <p>Locate, select and use information from a range of sources as evidence</p>   | <p><b>OPTIONAL Small Group Research</b><br/>         Students, in small groups, to do research on one of the following topics and to present the groups findings to the class as a brief oral presentation:</p> <ul style="list-style-type: none"> <li>• The Thylacine: The questions raised by the occurrence of widespread Thylacine images on Australian petroglyphs (e.g. on the Burrup and at Ubirr)<br/> <a href="http://australianmuseum.net.au/The-Thylacine">http://australianmuseum.net.au/The-Thylacine</a></li> <li>• The questions raised by the widespread occurrence of the Rainbow Serpent<br/> <a href="http://www.astronomy.pomona.edu/archo/australia/jennifer.sumner.aborigines/INDEX.HTM">http://www.astronomy.pomona.edu/archo/australia/jennifer.sumner.aborigines/INDEX.HTM</a></li> <li>• Aboriginal astronomy<br/> <a href="http://en.wikipedia.org/wiki/Australian_Aboriginal_Astronomy">http://en.wikipedia.org/wiki/Australian_Aboriginal_Astronomy</a> [Link to Science]</li> </ul>  |

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|  |  |  | <ul style="list-style-type: none"><li>• The shell middens and the importance of the middens to our knowledge of the Aboriginal way of life<br/><a href="http://www.ccmindig.info/heritage/SitesArtifacts_MiddensCoastal.html">http://www.ccmindig.info/heritage/SitesArtifacts_MiddensCoastal.html</a></li></ul> <p>The above web sites are starting points only. This is not intended as an assessment, but could be used as a minor assessment if required.</p> |
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### References:

#### Out of Africa

<http://www.bradshawfoundation.com/journey/> An excellent mapping of the migration out of Africa, which links to key events and cave painting sites.

<http://news.nationalgeographic.com/news/2008/02/080221-human-genetics.html> Provides information on a study that supports the 'Out of Africa' theory.

<http://news.bbc.co.uk/2/hi/science/nature/4543767.stm> Provides information that Australia may have been settled before Europe.

[http://news.nationalgeographic.com/news/2002/12/1212\\_021213\\_journeyofman.html](http://news.nationalgeographic.com/news/2002/12/1212_021213_journeyofman.html) A fascinating look at evidence suggesting the Australia was one of the first places settled by the emigrants from Africa. Shows an alternative interpretation.

<http://www.sciencedaily.com/releases/2007/05/070509161829.htm> As above.

<http://www.sciencedaily.com/releases/2009/07/090721214628.htm> This site is mainly concerned with the evidence for the route from Africa to Australia.

#### Lake Mungo and Kow Swamp

<http://australianmuseum.net.au/The-spread-of-people-to-Australia> An excellent site that looks at the various theories about the spread of earliest man, their arrival in Australia and the sites at Kow Swamp and Lake Mungo.

<http://uninews.unimelb.edu.au/news/1255/> Interesting material on new dating techniques.

**General sites:**

<http://www.historylink101.com/prehistory.htm> Provides a general overview.

[http://www.all-science-fair-projects.com/science\\_fair\\_projects\\_encyclopedia/Rock\\_art](http://www.all-science-fair-projects.com/science_fair_projects_encyclopedia/Rock_art) Contains some good ideas for teaching.

[http://www.archaeologic.com/petroglyphs\\_and\\_rock\\_art.htm](http://www.archaeologic.com/petroglyphs_and_rock_art.htm) Provides good general links.

<http://ancienthistory.mrdonn.org/> This is an easy to use site for both students and teachers. The links to early man, then cave-painting and to lesson plans takes you to interesting materials and other relevant links.

<http://www.visual-arts-cork.com/prehistoric-art-timeline.htm> and <http://www.visual-arts-cork.com/prehistoric/cave-painting.htm> These are very good overview sites. Some language may be difficult for students, but the information is excellent.

[http://en.wikipedia.org/wiki/Cave\\_painting](http://en.wikipedia.org/wiki/Cave_painting) This Wikipedia site has some good information on the different views about the age of the paintings and on the theories and interpretations of the cave paintings. It also has excellent links to other sites including Australia. This is a good site for examining secondary sources and comparing accounts.

<http://en.wikipedia.org/wiki/Petroglyph> A good general introduction with excellent photographs. Contains information about, and links to, petroglyph sites all over the world. You may wish to have students look at some of these lesser-known sites.

<http://mc2.vicnet.net.au/home/aura/web/index.html> Auranet –Australian Rock Art Research Association Inc - has a sound overview of Australian Rock Art including a section on the dating of this art and interpretation of rock art.

**Cave paintings:****France****Lascaux**

<http://www.lascaux.culture.fr/#/en/00.xml> A superb site where, by following a camera, you make a virtual journey through the cave. It stops at each important drawing and explains the importance. Will really engage students.

<http://www.visual-arts-cork.com/prehistoric/lascaux-cave-paintings.htm> A good site for basic information and further links.

**Chauvet**

<http://www.culture.gouv.fr/culture/arcnat/chauvet/en/index.html> Another superb site that has both images and information. You can visit the cave to view the images and find out about the importance of the cave, dating of the images etc.

<http://www.bradshawfoundation.com/chauvet/> A good site for basic information and further links.

## Spain

### Altamira

<http://www.visual-arts-cork.com/prehistoric/altamira-cave-paintings.htm> A good site for basic information and further links.

<http://www.youtube.com/watch?v=HmD6Lo9-l3s> Contains good images of Altamira.

## Australia

### Kimberley

<http://www.bradshawfoundation.com/bradshaws/kimberley1.php> Excellent on the Kimberley paintings, but links to other sites and has broad information.

### Ubirr in Arnhem Land

<http://www.environment.gov.au/parks/kakadu/visitor-activities/rock-art-ubirr.html> An excellent site about the art, its age and its meaning.

[http://en.wikipedia.org/wiki/Kakadu\\_National\\_Park#Aboriginal\\_rock\\_art\\_sites](http://en.wikipedia.org/wiki/Kakadu_National_Park#Aboriginal_rock_art_sites) A good overview site with some photographs.

<http://www.ntsearch.com.au/kakadu-national-park/ubirr-rock-art.asp> A brief description of the art with some important photographs that can be enlarged.

[http://www.ozoutback.com.au/postcards/postcards\\_forms/rockpaintings\\_nt/index.htm#Pics](http://www.ozoutback.com.au/postcards/postcards_forms/rockpaintings_nt/index.htm#Pics) Excellent photographs of the Ubirr art and links to other sites.

### Mutawintji National Park

[http://www.visitnsw.com/Mutawintji\\_National\\_Park\\_P810.aspx](http://www.visitnsw.com/Mutawintji_National_Park_P810.aspx) This site gives a brief overview of Mutawintji.

[http://www.teachingheritage.nsw.edu.au/section07/d\\_index.php](http://www.teachingheritage.nsw.edu.au/section07/d_index.php) A site developed for the teaching of Mutawintji. It contains some good images.

### Eagles Reach

<http://www.wsws.org/articles/2003/aug2003/rock-a05.shtml> Although a political site, this is an informative article.

[http://www.bradshawfoundation.com/inora/discoveries\\_43\\_1.html](http://www.bradshawfoundation.com/inora/discoveries_43_1.html) An advanced site, but has excellent information and some visual material.

<http://www.diamondspirit.net/adunk/WollemiRockArtTimeline.html> and <http://www.abc.net.au/science/news/stories/s1520088.htm> Give basic information and a timeline of discoveries.

## Rock Art: General

<http://www.answers.com/topic/petroglyph> An easily accessible site for students that gives an explanation of the word *petroglyphs* and images from all over the world.

## Australia General

<http://www.aboriginalartonline.com/art/rockage.php> This is an excellent site on the dating of Australian Rock Art and putting it into a broader perspective.

## Ku-ring-gai Chase

[http://epress.anu.edu.au/terra\\_australis/ta27/pdf/ch05.pdf](http://epress.anu.edu.au/terra_australis/ta27/pdf/ch05.pdf) This is a very academic site, but has some excellent images part way through the information.

## Burrup Peninsula

<http://www.burrup.org.au/> This is the most extensive web site for information on the Burrup. Work through the menu to obtain a detailed explanation of all aspects of the Burrup. This is the starting point for the students' Historical Inquiry.

<http://mc2.vicnet.net.au/home/dampier/web/stop.html> This site links to a large number of other sites and includes media stories.

[http://www.petroglyphs.us/article\\_burrup\\_peninsula\\_rock\\_art.htm](http://www.petroglyphs.us/article_burrup_peninsula_rock_art.htm) This site is very one-sided, but has excellent illustrations and points of view.

<http://www.dampierrockart.net/RockArt.html> a detailed site that includes useful maps and illustrations.

[http://www.istp.murdoch.edu.au/ISTP/casestudies/Pilbara/socio-cultural/Indigenous\\_Places\\_of\\_Significance.html](http://www.istp.murdoch.edu.au/ISTP/casestudies/Pilbara/socio-cultural/Indigenous_Places_of_Significance.html) This is an academic site, but with a comprehensive consideration of the issues.

<http://www.woodside.com.au/Our+Business/Pluto/Sustainability/Cultural+Heritage+Management.htm> Good information on Woodside's heritage commitment.

## Africa Khoisan Rock Art

[http://www.rebirth.co.za/african\\_art/rock\\_painting\\_.htm](http://www.rebirth.co.za/african_art/rock_painting_.htm) A brief overview of the art, but with a number of links.

## **Egypt**

<http://news.nationalgeographic.com/news/2007/07/070711-egypt-artwork.html> Provides an accessible overview.

<http://antiquity.ac.uk/projgall/huyge/index.html> A very detailed site with some good illustrations.

## **India**

### **The Auditorium Cave, Bhimbetaka and Daraki-Chattan**

<http://www.visual-arts-cork.com/prehistoric/bhimbetka-petroglyphs.htm> A technical site, but with interesting information on dating the rock art.

<http://www.bradshawfoundation.com/india/bhimbetka.html> A sound overview site with excellent images.

[http://en.wikipedia.org/wiki/Bhimbetka\\_rock\\_shelters](http://en.wikipedia.org/wiki/Bhimbetka_rock_shelters) A very detailed site that provides a good overview and interesting illustrations.

## **USA**

### **Coso Range – California**

<http://www.farwestern.com/rockart/> A brief overview.

<http://www.bradshawfoundation.com/coso/index.php> An in-depth look at the Coso range art with illustrations and a number of articles that consider different aspects of the site.

## **Dreaming Stories:**

<http://australianmuseum.net.au/Indigenous-Australia-Spirituality> Excellent information on 'What is the Dreaming?' and some important Dreaming associations. Very readable.

<http://australianmuseum.net.au/Stories-from-western-Australia> Story told on-line and accompanied by an explanation of the story.

<http://www.indigenoustralia.info/the-dreaming/dreaming-origins.html> An Indigenous site that gives a brief introduction to the Dreaming stories.

<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> An extraordinary interactive website that includes 12 Dreaming stories.

<http://www.nla.gov.au/exhibitions/bunyips/flash-site/index-flash.html> Another partly interactive site that tells six separate stories of the Bunyip.

<http://www.culture.gov.au/articles/indigenous/dreamtime/> A detailed explanation of the Dreaming and the Creation stories. Has many links to other information.

**Aboriginal Astronomy:**

[http://en.wikipedia.org/wiki/Australian\\_Aboriginal\\_Astronomy](http://en.wikipedia.org/wiki/Australian_Aboriginal_Astronomy) a fascinating introduction to the stories that interpret the sky and to Aboriginal calendars.

<http://www.emudreaming.com/literature/Haynes1992.pdf> An academic article, well illustrated.

<http://www.emudreaming.com/literature/Herrmann2006.pdf> An interesting site that examines how the astronomy is incorporated in the Dreaming stories.

**Aboriginal Shell Middens:**

[http://www.ccmaindig.info/heritage/SitesArtifacts\\_MiddensCoastal.htm](http://www.ccmaindig.info/heritage/SitesArtifacts_MiddensCoastal.htm) An excellent site that explains simply what shell middens are and their importance.

<http://www.environment.nsw.gov.au/nswcultureheritage/ShellMiddens.htm> This site is about coastal middens with particular reference to middens in Victoria.

[http://www.ccmaindig.info/heritage/SitesArtifacts\\_MiddensFresh.html](http://www.ccmaindig.info/heritage/SitesArtifacts_MiddensFresh.html) This site is about freshwater middens with particular reference to middens in Victoria.

[http://www.istp.murdoch.edu.au/ISTP/casestudies/Pilbara/socio-cultural/Indigenous\\_Places\\_of\\_Significance.html](http://www.istp.murdoch.edu.au/ISTP/casestudies/Pilbara/socio-cultural/Indigenous_Places_of_Significance.html) An interesting site about the Pilbara, with one section on the middens in that area.