



WAM

WA MUSEUM
BOOLA
BARDIP

TERRACOTTA WARRIORS

LEGACY OF THE FIRST EMPEROR



28 Jun 2025 –
22 Feb 2026

**Student Learning
Resources - SECONDARY**



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TERRACOTTA WARRIORS

LEGACY OF THE FIRST EMPEROR

The WA Museum Boola Bardip *Learning and Engagement Team* are pleased to share with you these student learning resources to complement our special exhibition, *Terracotta Warriors: Legacy of the First Emperor*, for secondary school students from Years 7 – 12. This package is crafted to provide educators with a variety of engaging and educational student activities that cater to different learning styles and interests.

This resource is complemented by the *Teacher Background Information* document which is also available to download on the WA Museum website.

This resource package is divided into four sections:

- 1. One-Off Activities:** These activities are perfect for single class sessions and are designed to be easily integrated into your existing curriculum. They include pre, during and post visit activities that encourage students to engage with the exhibition's themes in a meaningful way.
- 2. Long-Form Projects:** For a more in-depth exploration, our long-form projects provide a fun and structured approach to studying the exhibition over several weeks. These projects encourage critical thinking, research skills, and collaborative learning, allowing students to delve deeper into the subject matter and produce comprehensive final projects.

There is some overlap between the activities in these two sections and of course there is the option to pick and choose activities from both to incorporate into your teaching and learning program.

- 3. Further Activity Ideas:** Further activity ideas are provided that link with all the curriculum learning areas.
- 4. Curriculum Links:** Direct curriculum links for the activities contained in this package are explicitly outlined.

We hope this resource package enhances your students' experience of the exhibition and provides valuable learning opportunities both inside and outside the classroom.

Pre-visit Activity 1

China's First Emperor: Qin Shihuang

To appreciate the significance of the Terracotta Warriors, it is important to understand the man who ordered their construction. Emperor Qin Shihuang was a powerful ruler who made dramatic changes and achievements in his lifetime. He has also been criticised for being a cruel and brutal ruler.

Research the achievements of Qin Shihuang and the aspects of his rule which may not have been so positive or popular.

Emperor Qin Shihuang	
Positives (Achievements/Change)	Negatives
Based on what you have found out, how would you describe emperor Qin?	

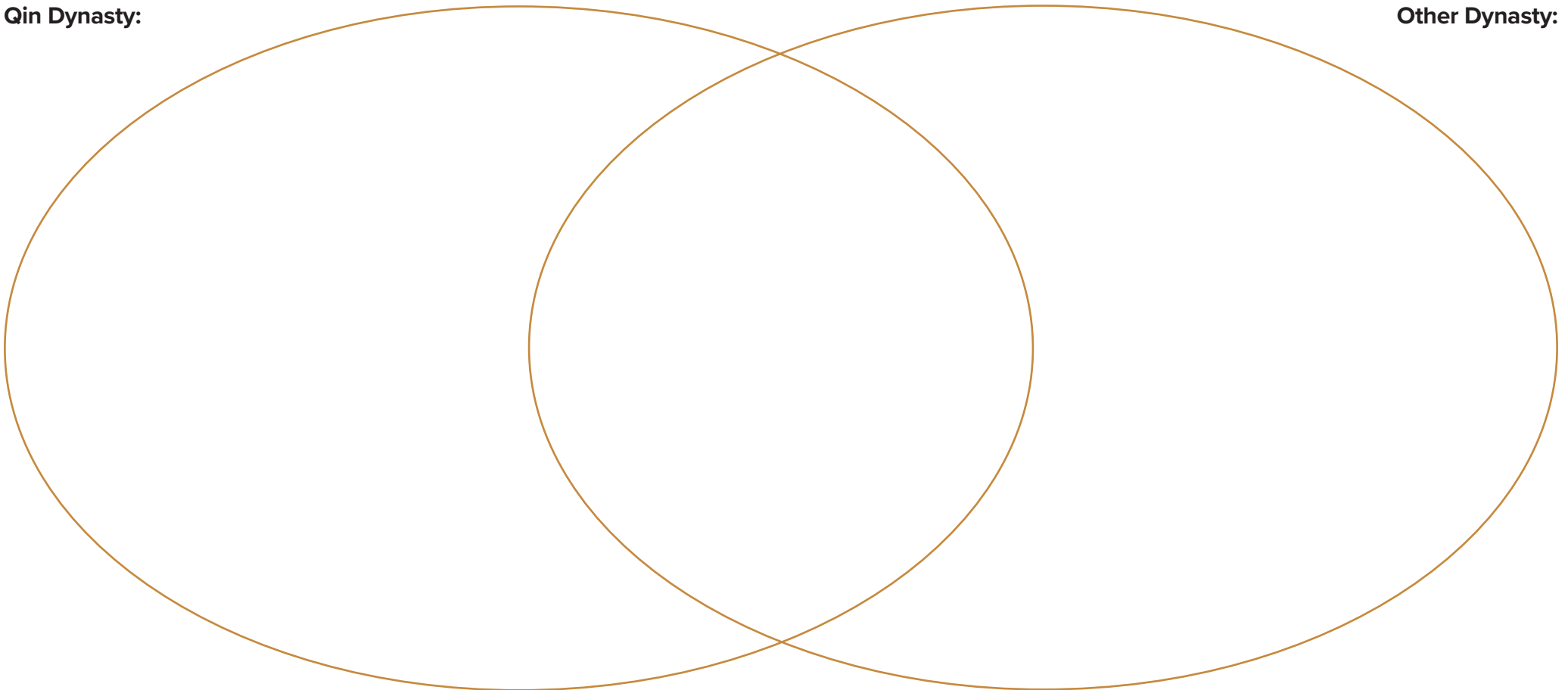
Pre-visit Activity 2

Burial Beliefs and Practices

Research and investigate the significant burial beliefs and practices of the Qin dynasty.
Compare them to one other Ancient Chinese dynasty such as the Shang, Zhou and Han dynasties.

Qin Dynasty:

Other Dynasty:



During Visit Activity 1

Objects as Evidence

Artefacts and objects can tell us a lot about an ancient civilisation and its people.

As you explore the *Terracotta Warriors: Legacy of the First Emperor* exhibition, find an object that provides evidence of innovation, everyday life and burial beliefs during the Qin dynasty.

Objects as Evidence		
Innovation:		
What is it?	What was it used for?	Why was it important?
	Who would have used it?	
Everyday Life:		
What is it?	What was it used for?	Why was it important?
	Who would have used it?	
Burial Beliefs:		
What is it?	What was it used for?	Why was it important?
	Who would have used it?	

During Visit Activity 2

Investigating as an Archaeologist

Archaeologists uncover and document the physical remains of the past.

Explore the *Terracotta Warriors: Legacy of the First Emperor* through the eyes of an Archaeologist.

Choose one Terracotta Warrior to observe closely:	
What is the statue made from?	
Are there visible marks or cracks that suggest how it was created and/or how it aged over time?	
What does the posture or stance of this soldier, or where they were found, suggest about their role in the army?	
What might the soldier's details (e.g., hairstyle, armour, weapon) tell us about their rank or function?	
Look for information about the excavation process:	
What tools or techniques were used to uncover the soldiers?	
What challenges did archaeologists face when working on this site?	

Post-visit Activity 1

Qin's Tomb – To Excavate or Not?

Research the reasons for and against excavating emperor Qin's tomb and complete the table below with your findings.

Write an article persuading others of your viewpoint.

To Excavate or Not	
Reasons For	Reasons Against
My viewpoint is....	
Because...	

Post-visit Activity 2

Qin Laws

Emperor Qin Shihuang created strict laws (in line with a **legalist** philosophy) and he personally oversaw their creation. These laws were carved into stone tablets, slips of bamboo or bronze plaques and displayed in public spaces so everyone could see and follow them. Research some of the laws that were introduced by Emperor Qin Shihuang.

Choose one of these laws and investigate it in more depth.

Qin Laws

What is the law?

Where and how was this law published/what was it written on?

Why do you think this law was introduced?

How would it have affected the people? Who would it affect the most? How do you think they would have reacted?

What was the punishment for breaking this law? What were some other punishments from the time of Emperor Qin?

What was Emperor Qin Shihuang trying to do by implementing this and other laws? Do you think he was right in his approach?

Project Resource 1

Lights, Camera, Qin

Picture this: You're a visionary filmmaker, about to take on your biggest challenge yet – bringing the story of Emperor Qin Shihuang to life. This is a tale of ambition, power, and legacy, set in a world of towering walls, underground armies, and a leader determined to unite a fractured land. But here's the twist: how will you tell his story?

Will you show him as a visionary hero, the mastermind behind a unified China, or as a ruthless tyrant who ruled with an iron fist? Maybe he's a mix of both – the decision is yours!

Pre-visit

Setting the stage: getting to know Ancient China

When filmmakers set to bring the past to life, they take on the role of historical detectives. They start by uncovering the time and place they want to portray. This process isn't just about recreating the look of the era – it's about understanding the people, their beliefs, and how they lived.

Like historians, filmmakers use a range of sources to build a picture of the past:

- Archaeological evidence like artifacts, tools, and ruins.
- Interviews with experts.
- Written records from the time period, such as ancient texts, laws, or inscriptions.
- Cultural records, including art, music, and storytelling traditions.
- More recent texts and films, like articles, books or films made by people who interpret the past.
- Maps.

Start your journey to becoming an expert on Qin Shihuang and his dynasty by exploring some different sources of information!

Project Resource 1

Introducing Qin Shihuang

1. Watch this video and use it to complete the table and character profile below.

NBC News Learn. (May 1, 2020). *Shi Huangdi, First Emperor of Unified China*.
https://www.youtube.com/watch?v=RSpY5llyTbE&ab_channel=NBCNewsLearn

What does it tell you about...

Qin Shihuang	His actions or achievements	What life was like under his rule

2. Find another video about emperor Qin.
3. In a different colour, add at least two new things you learned to the table above.
4. Reference your video below.

Creator	Date	Title

URL

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Project Resource 1

Character Profile: Qin Shihuang

Biographical Details (date of birth, date and age of death, key life events)

Key actions and achievements

What impact did these actions have on others?

Motivations/interests – what drove him?

What makes you say this?

How would you describe him?

Project Resource 1

Mapping the Empire

Use Google Maps and other sources to mark the following on a map of Ancient China.

- **Shaanxi province:** the area where the Qin culture originated.
- **Xianyang:** The capital city of the Qin Dynasty, established by Emperor Qin Shihuang. It was the political and administrative centre, where many reforms and unification efforts were launched. (Today, Xianyang is on the outskirts of the larger city of Xi'an).
- **Mount Li:** The site of Emperor Qin Shihuang's mausoleum and the Terracotta Army. This burial complex symbolises the emperor's ambition for an eternal legacy.
- **Great Wall of China:** Qin Shihuang ordered the construction of the first unified sections of the Great Wall to protect against northern invasions. The wall demonstrates the dynasty's focus on defence and control.
- **Yellow River:** Known as the "cradle of Chinese civilisation," this waterway deposited fertile soil during floods, supporting crops like millet and wheat essential for early Chinese society.
- **Yangtze River:** Long, navigable river that allowed for the movement of goods and people, facilitating trade.

Landscape of the Qin

Qin culture began on the western edge of ancient China, in what we now call Shaanxi province.

Find some images of the natural features of Shaanxi province.

Hint: Combine the terms 'Shaanxi province' and 'natural features', 'landscape' or 'scenic spots' You can also search for 'Traditional Chinese paintings Shaanxi landscapes'.

Explain what these make you think, feel and wonder about what living within this landscape more than 2000 years ago might have been like.

Project Resource 1

During Visit

Flare up your imagination

As you walk through the exhibition, think of yourself as a filmmaker gathering inspiration for your movie. Choose an object that captures your interest. Describe it in detail, and then let your imagination go wild: Who might have made it? What might they have been thinking about as they were making it? Who did the object belong to? How and when did they get it, and what might this person's life have been like?

Suggest how you could use the object in your film. Would it be just a prop in the background? Would it have a symbolic role? Play a part in character development or the storyline itself? In what scene might you want the camera to zoom in on it?

Object, photo, video (you can identify a specific item, or a collection of items that form a section of the exhibition)	What positive sides of Qin Shihuang and his dynasty does this reveal?	What negatives or problems might this reveal?	What caught your attention about this artifact or exhibit?

Project Resource 1

Post Visit

Bring the Emperor to the Screen!

Now that you've travelled back in time and explored the world of Qin Shihuang, you are ready to step into the director's chair and let your creativity shine!

How have you judged the Emperor – and how do you want your audiences to feel about him? Let's start putting together your film proposal.

Choose your perspective

How do you want to portray Emperor Qin Shihuang?

- The hero: A visionary leader who unified warring states, standardised systems, and left a legacy of monumental achievements like the Terracotta Army.
- The tyrant: A ruthless ruler who demanded absolute power, forced labour, and crushed dissent under harsh laws.
- A complex figure: Someone shaped by ambition, fear, and the immense pressure of ruling a vast empire.

Use the information you gathered about the pluses and minuses of Qin Shihuang and life under his rule, plus additional research to help you decide on your angle.

Bring Emperor Qin to life

Create a character profile for Emperor Qin Shihuang. Think about:

- Is he ambitious, cunning, paranoid, or wise?
- What are some of his major decisions?
- What drives his actions – power, fear of death, or a vision for the future?
- Who are the key people in his life – advisors, enemies, family?

Decide on the traits, actions, motivations and relationships which you might want to focus on in your film.

Create your film's concept

- Decide if your film is a historical drama, an action-packed epic, or a creative reimagining with fantasy or sci-fi elements.
- Give your film a powerful, intriguing title that reflects your vision.
- Write a 1-page plot summary of your film. Include key moments, like the unification of China, start of work on the Terracotta Army or the decision to build the Great Wall of China.

Design the world of your film

The Qin Dynasty was a time of monumental change and creativity. Use this as inspiration to:

- Create a poster or a mood board that showcases the location setting, props, and costumes that reflect the Qin dynasty era.
- Make sure your visual display matches the tone and genre of your film.

Project Resource 1

Pitch your film

Once your ideas are ready, it's time to pitch your film to your classmates (or a "studio executive"). Your pitch should include:

- A dramatic opening line to grab attention.
- A synopsis of the story that will make the audience interested in the past.
- An explanation of how Qin Shihuang is portrayed, and why.
- A highlight of your most exciting scene or character moment.
- Include a poster or a mood board to showcase your vision.

Bonus tip for success

Think of your film as more than just entertainment. It's a chance to make audiences think about history. How will your story impact the way people see Emperor Qin Shihuang? Will you challenge stereotypes, reveal hidden truths, or spark debates about leadership and legacy?

Project Resource 2

From Fieldwork to Podium

The phone rings. It's your museum director with an urgent request: "We need you to deliver a public lecture about the Terracotta Soldiers. You've just returned from working on-site, and your insights will help people understand how we investigate, interpret, and preserve history. Will you do it?"

You don't hesitate. "Of course!" you say, your head already thinking of what you'll talk about. Museum lectures like this are perfect opportunities to showcase the work of archaeologists, historians, and conservators. And the Terracotta Army is bound to capture public interest. No doubt, you'll be speaking to a crowd.

Pre-visit

Choose your path – which expert will you be?

You've just returned from an incredible field trip to Xi'an, where you worked alongside a team of world experts working with the famous Terracotta Soldiers. Now you've been asked to talk about your work. But first, you need to decide which expert perspective you'll focus on. Are you an archaeologist, a historian, or a conservator?

Take this quick quiz to find out which role suits you best!

1. When faced with a mysterious discovery, what excites you most?

- A) Carefully uncovering it and figuring out how it was made.
- B) Investigating its story and what it tells us about people's lives.
- C) Protecting it so it can be shared with future generations.

2. What type of tools do you prefer to work with?

- A) Brushes, shovels, and measuring equipment.
- B) Books, documents, and maps.
- C) Cleaning solutions, microscopes, and restoration tools.

3. If you found a cracked clay figure, what would you do first?

- A) Examine how it was placed and gather clues about its surroundings.
- B) Research who might have made it and why.
- C) Plan how to fix and stabilise it for display.

4. What part of history interests you most?

- A) Discovering hidden artefacts buried for centuries.
- B) Understanding how people lived and what they believed.
- C) Preserving objects so others can experience history firsthand.

5. How do you work best?

- A) Out in the field, digging, collecting, and documenting.
- B) At a desk or library, piecing together stories.
- C) In a lab, using tools and techniques to protect fragile items.

Project Resource 2

Your Role Results:

- **Mostly A:** You're an **archaeologist** – the detective of history, uncovering buried secrets and piecing together evidence from the ground.
- **Mostly B:** You're a **historian** – the storyteller of history, weaving together facts, records, and artefacts to explain the past.
- **Mostly C:** You're a **conservator** – the protector of history, ensuring the artefacts you work with are preserved for generations to come.

What does this mean for your lecture?

Each role plays a vital part in the story of the Terracotta Soldiers.

- If you're an **archaeologist**, focus on the tools and techniques you used to carefully unearth the statues and what their placement revealed about the Qin Dynasty.
- If you're a **historian**, dive into the beliefs, values, and practices of the Qin Dynasty, using the soldiers and artefacts as evidence.
- If you're a **conservator**, explain the delicate process of restoring and preserving these incredible figures, and why conservation is essential for cultural heritage.

Project Resource 2

A quick dip into the Qin story

You are about to start preparing your lecture. Except...you get side tracked talking to a colleague and recounting your visit to the Qin Shihuang's Mausoleum in Xi'an. They didn't know much about the Qin Dynasty and the Terracotta Army, so you dig out a couple of short videos and you watch them together.

TED-Ed. (Jun 30, 2015). *The incredible history of China's terracotta warriors*.
https://www.youtube.com/watch?v=mP5p4QbvPtc&ab_channel=TED-Ed

BBC News. (Apr 29, 2017). *Terracotta Army: The greatest archaeological find of the 20th century*.
https://www.youtube.com/watch?v=4c_ADqshdSA&t=1s&ab_channel=BBCNews

You then jump onto a virtual tour of the Terracotta Army to reminisce about some of the favourite things you've seen whilst in China:

Baidu Baike. (n.d.). *Qin Shihuang Museum*.
<https://baike.baidu.com/museum/qinshihuang>

Tell your colleague which three items from the collection you find most interesting?
Explain what draws you to them.

	Name/description of the artifact	What interests you about it
Object 1		
Object 2		
Object 3		

If your colleague is an aspiring archaeologist, what questions might they have about these objects?

If your colleague is an aspiring conservator, what questions might they have about these objects?

If your colleague is an aspiring historian, what questions might they have about these objects?

Project Resource 2

During Visit

Exploring Ancient China through the eyes of an ARCHAEOLOGIST

Archaeologists uncover and document the physical remains of the past. As you explore the *Terracotta Warriors: Legacy of the First Emperor* exhibition, think about how the Terracotta Warriors were excavated and what clues they provide about the Qin Dynasty.

Choose one Terracotta Warrior to observe closely

What is the statue made from?

Are there visible marks or cracks that suggest how it was created and/or how it aged over time?

What does the posture or stance of this soldier, or where he was found, suggest about his role in the army?

What might the soldier's details (e.g., hairstyle, armour, weapon) tell us about his rank or function?

Look for information about the excavation process

What tools or techniques were used to uncover the soldiers?

What challenges did archaeologists face when working on this site?

Project Resource 2

Exploring Ancient China through the eyes of a HISTORIAN

Historians interpret artefacts to uncover the stories and culture of the past. As you explore the *Terracotta Warriors: Legacy of the First Emperor* exhibition, think about what the Terracotta Warriors and related artefacts reveal about life during the Qin Dynasty.

Choose one display that features Qin artefacts

What does this display tell you about the beliefs or values of the Qin Dynasty?

What does this artefact or group of artefacts reveal about daily life during the Qin Dynasty?

What does the craftsmanship or level of detail in this artefact tell us about the skills and tools available during the Qin Dynasty?

How might this artefact or group of artefacts have been perceived by people in the Qin Dynasty? Would it/they have been considered ordinary, sacred, or prestigious?

Look for written or visual information in the exhibition

What do these sources tell us about Emperor Qin Shihuang's power and ambitions?

How might the Terracotta Army reflect the beliefs of the Qin Dynasty about the afterlife?

Project Resource 2

Exploring Ancient China through the eyes of a CONSERVATOR

Conservators ensure that artefacts survive for future generations. As you explore the *Terracotta Warriors: Legacy of the First Emperor* exhibition, think about the condition of the Terracotta Warriors and how they've been preserved.

Choose one artefact to observe closely

Are there visible signs of wear, cracks, or other damage?

Can you see evidence of repairs or techniques used to stabilise the object (e.g. supports, stands)?

Are there parts of the artefact that look more fragile than others? Why do you think these areas are more vulnerable?

How is the artefact protected from environmental or human damage?

Find information about conservation efforts

What materials, technologies or methods have been used to protect the Terracotta Warriors?

What challenges might conservators face when working with clay and paint?

Project Resource 2

Post Visit

Crafting your expert lecture

Now that you've explored the Terracotta Warriors, it's time to create your public lecture! Your goal is to share what you've learned from the perspective of an **archaeologist**, **historian**, or **conservator**. Your presentation should showcase key insights into the discovery, historical context, and preservation of the Terracotta Warriors.

To prepare, check if you already know the answer to the following questions. If not, you will need to do a bit more research!

For archaeologists:

- How were the Terracotta Warriors discovered?
- What tools and techniques were used during excavation?
- What challenges did archaeologists face during the process?
- How do archaeological discoveries help us understand the past?

For historians:

- Why did Emperor Qin Shihuang commission the Terracotta Army?
- What do the warriors and artefacts reveal about the beliefs, values, and daily life of the Qin Dynasty?
- How does the craftsmanship of the Terracotta Warriors reflect the skills and priorities of the time?
- What historical sources (written, visual, or oral) help us interpret the Terracotta Warriors?

For conservators:

- What are the most significant threats to the preservation of the Terracotta Warriors (e.g., environmental factors, material fragility)?
- What techniques have been used to stabilise and restore the warriors?
- How do conservators balance preserving original features with making artefacts accessible for display?
- Why is conservation important for future generations?

Project Resource 2

Once you've gathered all the information you need, follow the steps below to plan your expert lecture.

Here's a suggested outline for your presentation:

1. Title and introduction

- Introduce yourself (archaeologist, historian, or conservator).
- Provide a brief overview of what being an archaeologist/historian/conservator means.

2. Background on the Terracotta Warriors

- Who was Emperor Qin Shihuang, and why was the Terracotta Army created?
- What makes this discovery significant?

3. Your role in focus

- **Archaeologists:** Describe how the Terracotta Warriors were discovered, tools and techniques used, and challenges faced.
- **Historians:** Explain what the warriors reveal about Qin Dynasty beliefs, values, and daily life, supported by examples from the exhibition.
- **Conservators:** Discuss the preservation challenges, techniques, and importance of conservation for the warriors.

4. Key artefact or insight

- Choose one artefact or finding that best illustrates your role's contributions.
- Include images if possible and explain its significance.

5. The bigger picture

- How does your role contribute to understanding and preserving the story of the Terracotta Warriors?
- Why is this work important for sharing history with future generations?

6. Conclusion

- Summarise your key points and leave your audience with one thought-provoking idea or question.

Further Ideas for Classroom Activities

Learning Area	Lower Secondary	Upper Secondary
HASS	<ul style="list-style-type: none"> Simulate a Qin dynasty marketplace and trade goods using standardised currency, weights and measures. Compare the funerary practices of the Qin dynasty with those of other cultures, like Ancient Egypt or India. Write a newspaper article from the time of Emperor Qin's death, discussing the construction of his tomb and its purpose. Create a cartoon story that shows the unification of China. 	<ul style="list-style-type: none"> Analyse the Qin dynasty's influence on China's long-term development. Debate the pros and cons of Legalism as a governing philosophy. Examine how geography influenced Qin-era agriculture and trade. Find and compare two historical accounts of Qin Shihuang and discuss bias in writing.
English	<ul style="list-style-type: none"> Write a persuasive speech arguing whether investing in further excavation and conservation of the Terracotta soldiers is resources spent. Write a blog article about your visit to the Terracotta Warriors exhibition. Write an introductory paragraph for a biography about Qin Shihuang. 	<ul style="list-style-type: none"> Explore the representation of ancient and modern Chinese culture in the media. Describe the codes and conventions associated with texts found in museum galleries (e.g. labels, information panels). Find and compare two historical accounts of Qin Shihuang and discuss bias in writing.
Science	<ul style="list-style-type: none"> Carry out a simple experiment to simulate metal corrosion and explore its importance in understanding how to preserve artefacts. Create a simple working model of an ancient Chinese crossbow and explain the forces involved in using it. 	<ul style="list-style-type: none"> Research how scientific techniques like spectroscopy and 3D scanning aid in preservation. Analyse the chemical properties of mercury and its potential risks in Qin Shihuang's tomb.
Maths	<ul style="list-style-type: none"> Explore the typical ratio of copper to tin in bronze (e.g., 88:12) and calculate how much of each is needed to create different amounts of bronze. 	<ul style="list-style-type: none"> Estimate the volume of clay needed to create a full-sized warrior.

Further Ideas for Classroom Activities

Technologies	<ul style="list-style-type: none"> • Cook a dish using barley or another staple from the Qin dynasty era. • Describe the properties of bronze and discuss how it is used today. 	<ul style="list-style-type: none"> • Study the mass-production techniques used for the warriors and compare them to modern manufacturing.
The Arts	<ul style="list-style-type: none"> • Sketch or paint a modern interpretation of a Terracotta Warrior, incorporating your imagination to reflect a belief or idea. • Create a mixed-media collage using colours, textures, and shapes inspired by the materials and techniques used in Ancient Chinese artefacts. • Design a repetitive pattern inspired by armour or robes seen in the Terracotta Warriors. Use symmetry, colour, and texture to create balance and harmony. 	<ul style="list-style-type: none"> • Critique the <i>Terracotta Warriors: Legacy of the First Emperor</i> exhibition by evaluating its layout, educational value, cultural significance, artistic impact, and connections to modern conservation. • Discuss the ethical and logistical issues that may have needed to be addressed when producing the audiovisual elements of the exhibition.
Health and PE	<ul style="list-style-type: none"> • Identify some injury risks associated with manual work such as digging or moving earth, stone or clay. Suggest and practise strengthening exercises and strategies to avoid injury. 	<ul style="list-style-type: none"> • Explore the advantages and drawbacks of harsh, autocratic leadership, like that of the Qin Dynasty, and compare them to alternative leadership styles that foster collaboration and team success.
Languages	<ul style="list-style-type: none"> • Make a list of some words that relate to the Terracotta Warriors exhibition and find out how to say and write them in a language you are studying. 	<ul style="list-style-type: none"> • Share your thoughts about the Terracotta Warriors exhibition in the language you are studying.

Curriculum Links

Exploring the *Terracotta Warriors: Legacy of the First Emperor* exhibition and using the associated learning resources helps students, at every year level, to develop a range of inquiry skills, including those associated with:

- questioning and researching
- analysing
- evaluating; and
- communicating and reflecting

The stories shared as part of the exhibition most directly relate to the development of understandings outlined in the table below. However, elements of *Terracotta Warriors: Legacy of the First Emperor* can enrich the curriculum across all learning areas. Curriculum links are current as of 2025.

Year	Learning Area	Curriculum Descriptor
7	History	<p>The ancient world (Egypt, Greece, Rome, India, China)</p> <ul style="list-style-type: none"> • Overview: • The location of the ancient civilisations • The timeframe of the ancient civilisations <p>Depth study 1: Investigating the ancient past</p> <ul style="list-style-type: none"> • How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001) • The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029) • The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148) <p>Depth study 2: Investigating one ancient society (Egypt, Greece, Rome, India, China)</p> <ul style="list-style-type: none"> • The physical features and how they influenced the civilisation that developed there (ACDSEH006) • Roles of key groups in the ancient society, and the influence of law and religion (ACDSEH042) • The significant beliefs, values and practices of the ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042) • The role of a significant individual in the ancient society's history (ACDSEH132)

Curriculum Links

7	Science (Science as a human endeavour)	<p>Nature and development of science</p> <ul style="list-style-type: none"> Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223) <p>Use and influence of science</p> <ul style="list-style-type: none"> Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120) People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)
	The Arts (Visual Arts)	<p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> Key features identified in artwork belonging to a given artist, movement, time or place (ACAVAR124) Purpose and meaning associated with artwork from the selected artists and art styles (ACAVAR124)
8	Science	<p>Nature and development of science</p> <ul style="list-style-type: none"> Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE134) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE226) <p>Use and influence of science</p> <ul style="list-style-type: none"> Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135) People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)
	The Arts (Visual Arts)	<p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> Key features identified in artwork belonging to selected artists, movements, times or places (ACAVAR124) Purpose and meaning communicated in artwork from the selected artists and art styles (ACAVAR124)

Curriculum Links

9	Geography	Geographies of interconnections <ul style="list-style-type: none"> The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)
	Science (Science as a human endeavour)	Nature and development of science <ul style="list-style-type: none"> Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE158)
	The Arts (Visual Arts)	Social, cultural and historical contexts <ul style="list-style-type: none"> Practices, techniques and viewpoints of artists from different cultural groups (ACAVAR130)
10	Science (Science as a human endeavour)	Nature and development of science <ul style="list-style-type: none"> Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE192)
	The Arts (Visual Arts)	Social, cultural and historical contexts <ul style="list-style-type: none"> Artists from different cultural groups and their use of persuasive, communicative or expressive representation (ACAVAR130)

11	Ancient History	<p>Unit 1: Ancient civilisations and cultures (The Qin and Han dynasties in China 221BC-AD220)</p> <p>Chronological and geographical context of the ancient civilisation</p> <ul style="list-style-type: none"> Broad overview of the historical context for the ancient civilisation The geographic location, including the nature of the environment and its influence on the ancient civilisation <p>Features of the ancient civilisation (as applicable)</p> <ul style="list-style-type: none"> Key social structures of the ancient civilisation, including: <ul style="list-style-type: none"> the main social hierarchies, for example, elites, workers, slaves, ethnic groups and foreigners role and status of women role and treatment of children Key political structures of the ancient civilisation, including: <ul style="list-style-type: none"> political organisation, for example, monarchy, tyranny, aristocracy/oligarchy, republic legal structures Key military structures of the ancient civilisation, including: <ul style="list-style-type: none"> military organisation, weaponry, tactics role and function of the military key economic activities, for example, agriculture, trade, commerce, industry key values, beliefs and traditions characteristic of the ancient civilisation, for example, origin stories, religious beliefs, funerary customs key features of the culture of the ancient civilisation, for example, art, music, architecture key events and developments of the time period key people of the ancient civilisation, including mythic figures <p>Representations of the ancient civilisation</p> <ul style="list-style-type: none"> Representations of the ancient civilisation and the contribution of these to our understanding of the civilisation
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