



SAMPLE COURSE OUTLINE

ANCIENT HISTORY
ATAR YEAR 11
(SAMPLE 1)

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Sample course outline

Ancient History – ATAR Year 11 (Sample 1)

Semester 1 – Unit 1 – Investigating the ancient world

This unit is based on the following topics/electives.

Topic 1: Historical authentication and reliability / Elective: The destruction of Troy (an event).

Topic 4: Treatment and display of human remains / Elective: The Celts (a group).

Week	Key teaching points
1–2	<p>Introduction</p> <ul style="list-style-type: none"> • how evidence from the ancient world has been lost, destroyed and re-discovered • problems of authenticity, including: <ul style="list-style-type: none"> ▪ the identification and origin of ancient artefacts, human remains and documents, for example Homer’s <i>Iliad</i> • the reliability of ancient writers who did not witness the events they describe, for example Thucydides’ ‘speeches’, or Plutarch’s accounts of the lives of Greek and Roman leaders • methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources • ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources, for example Priam’s treasure • the motivations of the perpetrators of fakes or forgeries, and the significance of the evidence they were intended to provide about the ancient past <p>Historical Skills</p> <ul style="list-style-type: none"> • Analysis and use of sources • Perspectives and interpretations
3–5	<p>The destruction of Troy: geographic and historical context</p> <ul style="list-style-type: none"> • evidence of different layers of Troy throughout the ancient past: Anatolian (Troy I–V), Bronze Age (Troy VI and VII) • the ancient civilisations linked to Troy: Bronze Age Greece, the Mycenaeans and Hittite Empire in 13th century BC, King Hattusili and the Ahhiyawa Kingdom <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts <p>Nature of the sources</p> <ul style="list-style-type: none"> • the nature of the sources relevant to the representations and interpretations of the destruction of Troy, for example: <ul style="list-style-type: none"> ▪ Homer’s <i>Iliad</i> and issues of historical authentication and reliability ▪ archaeological evidence from Mycenae ▪ Hissarlik/Troy and the foreign office records of the Hittites, including the Manapu-Tarhunda letter and Tawagalawa letter ▪ discoveries at Hissarlik/Troy by Schliemann, Dörpfeld, Blegen ▪ the significance of the sources in the reconstruction of the Trojan War ▪ evidence that Wilusa is Troy <p>Historical Skills</p> <ul style="list-style-type: none"> • Analysis and use of sources • Perspectives and interpretations • Explanation and communication <p>Task 1: Week 4: Short answer</p>

Week	Key teaching points
6–8	<p>Different interpretations and representations</p> <ul style="list-style-type: none"> the different interpretations and representations of the destruction of Troy (from the ancient past, to the more recent past, to today), including: <ul style="list-style-type: none"> the tradition of the ‘Trojan War’ the role of Paris and Helen in the Trojan War that Troy was destroyed by earthquake and fire (Dörpfeld’s reinterpretation of Troy II and VI) <p>Historical context of the interpretations and representations</p> <ul style="list-style-type: none"> the historical context of the interpretations and representations of the destruction of Troy and why these have changed over time, for example: <ul style="list-style-type: none"> maritime archaeology the importance of the discovery of the Hittite foreign records at Hattusa excavations by Dörpfeld, Blegen and Korfmann <p>Reliability and contestability of the interpretations and representations</p> <ul style="list-style-type: none"> the reliability and contestable nature of the interpretations and representations of the destruction of Troy and the historicity of the Trojan War, including the significance of gaps in evidence, source selection, omission and emphasis <p>Historical Skills</p> <ul style="list-style-type: none"> Chronology, terms and concepts Analysis and use of sources Perspectives and interpretations <p>Task 2: Week 7: Essay/Extended answer</p>
9–10	<p>The Celts: geographic and historical context</p> <ul style="list-style-type: none"> main Celtic groups and cultures – Urnfield (1200–600 BC), Hallstatt (700–500 BC), La Tène (500 BC–AD 100) social structure; cultural practices; Celtic art; technology; religious beliefs and Druidism; death and burial; interaction with other civilisations; conquest by the Romans; significant individuals (Vercingetorix and Boudicca) <p>Historical Skills</p> <ul style="list-style-type: none"> Chronology, terms and concepts Historical questions and research <p>Task 3: Week 9: Source analysis</p> <p>Task 4 Part A: Week 9: Historical inquiry (begin)</p>
11–12	<p>Nature of sources and sites</p> <ul style="list-style-type: none"> Vix and Hochdorf Burial Excerpts from Caesar’s <i>Gallic War VII</i>, Dio Cassius’ <i>Roman History Books 40 & 43 (Vercingetorix)</i>, Book 62 (<i>Boudicca</i>), Tacitus’ <i>The Annals Book 14 (Boudicca)</i>, <i>Asterix</i> series statues and other artistic representations of Boudicca and Vercingetorix <p>Treatment and display of human remains</p> <ul style="list-style-type: none"> the condition of the human remains (e.g. bog bodies and other Celts) and how they were preserved, discovered and/or removed from where they were found the methods and results of scientific analysis (forensic techniques) and modern preservation of the remains <ul style="list-style-type: none"> the health of ancient populations the significance of the human remains for an understanding of the life and times in which they lived, including: <ul style="list-style-type: none"> the social status of individuals the beliefs and practices of the society the health of ancient populations the nature of the environment the ethical issues relevant to the treatment, display and ownership of the remains, for example, the use of invasive methods of scientific analysis

Week	Key teaching points
11–12	<p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations • Explanation and communication <p>Task 4 Part B: Week 12: In-class validation essay Task 4 Part A (submit)</p>
13–15	<p>Different interpretations and representations</p> <ul style="list-style-type: none"> • the different interpretations and representations of the Celts (from the ancient past, to the most recent past, to today), including: <ul style="list-style-type: none"> ▪ depiction as barbarians and/or rebels by Roman sources ▪ depiction as freedom fighters in British and Gallic tradition ▪ propaganda by Napoleon <p>Historical context of the interpretations and representations</p> <ul style="list-style-type: none"> • the historical context of the interpretations and representations of the Celts and why these have changed over time, for example: <ul style="list-style-type: none"> ▪ Ancient Roman interpretations ▪ Modern imperialist and nationalistic propaganda ▪ Celtic cultural legacy (art, music, language and beliefs) <p>Reliability and contestability of the interpretations and representations</p> <ul style="list-style-type: none"> • the reliability and contestability of the interpretations and representations of the Celts, including the significance of source selection, omission, bias and gaps in evidence <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations <p>Task 5: Week 14: Essay/Extended answer</p>
16	Task 6: Semester 1 examination

Semester 2 – Unit 2 – Ancient societies

This unit is based on Elective 7: Rome 264–133 BC

Week	Key teaching points
1	<p>Nature of Society</p> <p>Chronological and geographical context</p> <ul style="list-style-type: none"> • an overview of the broader historical context for Roman society, for example, the foundation myth, Etruscan and Greek influences on early Rome, political organisation of early Republic • an overview of the society at the start of the period: Rome in 264 BC, including the plebeian struggle for equality, Roman conquest of Italy • the geographic location, including the nature of the environment and its influence on the society <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts
2–3	<p>Overview of the institutions and structures of Roman society</p> <p>Political institutions</p> <ul style="list-style-type: none"> • the key features of political organisation: SPQR (the senate, the magistrates, the people’s assemblies) • the role and function of: <ul style="list-style-type: none"> ▪ key political institutions (the senate, the four popular assemblies) ▪ key political positions (magistrates, tribunes) ▪ bureaucratic structures (the <i>cursus honorum</i>, the <i>lictors</i>) • the key legal structures (the Twelve Tables, court system) <p>Military organisation</p> <ul style="list-style-type: none"> • the key features of the military, for example organisation, weaponry and tactics • the role and function of the military in the society <p>Religious organisation</p> <ul style="list-style-type: none"> • the key features of religions(s), for example, beliefs, organisation, and positions • the role and function of key religious institutions and religious positions <p>Social structure</p> <ul style="list-style-type: none"> • the main social hierarchies, for example, Patricians, <i>Equites</i>, Plebeians; patron-client relationship; slaves; Latin allies and Italian allies • the role and status of, and attitudes towards, women • the role of, and attitude towards, children and education <p>Economic activities</p> <ul style="list-style-type: none"> • the nature and importance of economic activity, for example, agriculture, commerce, industry, trade and building programs • the organisation of free labour and slaves • economic exchange, for example, tribute, taxation and coinage <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources <p>Task 7: Week 3: Short answer</p>

Week	Key teaching points
4–8	<p>Ancient historical narrative: Rome 264–133 BC</p> <p>Wars with Carthage and Greece</p> <ul style="list-style-type: none"> • the significant events and developments of the time-period, the causes of these events and developments, their impact; and the key individuals of the time-period, their role, motivations, contributions and legacy: <ul style="list-style-type: none"> ▪ background to the wars with Carthage: Hiero II of Syracuse and the Mamertines; Romans build a navy ▪ the First Punic War, 264–241 BC : Atilius Regulus, Hamilcar Barca, Xanthippus (Spartan mercenary) ▪ the Second Punic War, 218–201 BC: Hanno the Great, Hasdrubal the Fair, Hannibal, Quintus Fabius Maximus Verrucosus ‘the Great Delayer’, Scipio Africanus ▪ Rome’s war with Philip V of Macedon and Rome’s changing policy in the East, 200–146 BC: Philip V, Antiochus of Syria, Titus Quinctius Flaminius, Lucius Aemilius Paullus Macedonicus; destruction of Corinth ▪ Third Punic War, 149–146 BC: Cato the Elder/Censor, Scipio Aemilianus; destruction of Carthage • the changing perspectives and interpretations of this time period and the contribution of these to our understanding of the historical period, including changing perspectives of the Punic Wars and of Hannibal. Refer to both ancient and modern sources <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations • Explanation and communication <p>Task 8: Week 6: Essay/Extended answer</p>
9	<p>Significant features of Roman society</p> <p>Begin the investigation of one of the following significant features employing an historical inquiry process and the Historical skills listed in the syllabus. Refer to both ancient and modern sources. This is an individual task.</p> <ul style="list-style-type: none"> • Slavery • Art and architecture • Weapons and warfare • Technology and engineering • The family • Beliefs, rituals and funerary practices (see syllabus for details for each significant feature) <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Historical questions and research • Analysis and use of sources • Perspectives and interpretations • Explanation and communication <p>Task 9: Week 9: Source analysis</p> <p>Task 10 Part A: Week 9: Historical inquiry (begin)</p>

Week	Key teaching points
10–13	<p>Ancient historical narrative: Rome 264–133 BC</p> <p>Significant features of, and reasons for, continuity and change in Roman society after the wars</p> <ul style="list-style-type: none"> • Rome gained seven provinces, but retained the institutions of a city-state • increased wealth in the form of booty and taxes creates a building boom • increasingly lavish lifestyle for the upper classes and increase in spending on public entertainments • upper classes increased their investment in land creating large estates • cheaper grain imports from provinces led to Roman landowners changing to more profitable crops • increase of slaves from provinces – some sent to work in mines and Greek slaves became teachers, and doctors • peasant farmers who were forced off the land moved to the cities • military recruitment fell as the number of small farmers decrease • <i>lex Claudia</i> in 218 made it illegal for Senators to engage in commerce. <i>Equites</i> who were the business class took advantage of this making money from commerce and taxation in the provinces • the Italian allies had suffered greatly in the wars and still wanted Roman citizenship • the senate through its leadership in the wars gained tighter control of the political structures • contact with Hellenistic culture influenced Roman philosophy, education and religion <p>Short-term and long-term consequences of the wars with Carthage and Greece, 146–133 BC</p> <ul style="list-style-type: none"> • the growth of <i>Latifundia</i> • increase in slavery and the social impacts • problems for the military • influx of poor to cities and the growth of the urban mob • the increasing importance of the <i>Equites</i> • growing discontent of Italian allies • changes to the status of women <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations • Explanation and communication <p>Task 11: Week 12: Essay/Extended answer</p>
14	<p>Significant features of Roman society (continued)</p> <p>Complete the investigation of one of the significant features employing an historical inquiry process and the Historical skills listed in the syllabus. This is an individual task.</p> <p>Task 10 Part B: Week 14: Historical inquiry validation essay</p> <p>Task 10 Part A (submit)</p>
15	Revision for Examination
16	Task 12: Semester 2 Examination