**Sample Course Outline**

Ancient History

General Year 12

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# Sample course outline

# Ancient History – General Year 12

## Semester 1 – Unit 3 – Societies and change

#### This unit is based on the elective: Rome, the Late Republic to the Lex Manilia c. 133–66 BC

| **Week** | **Key teaching points** |
| --- | --- |
| 1–2 | **Elements of Roman society at the start of the period**   * broad overview of the historical context for the ancient society: * timeline showing key dates for Republican Rome (264–66 BC) * the geographic location, including the nature of the environment and its influence on the ancient Roman civilisation: * mapping exercise: key sites of Italy and the Mediterranean region * written and archaeological sources available for the period * key political features and structures of Late Republican Rome, including: * the Republic/*Senatus Populusque Romanus* (*SPQR*) * Senate, People’s Assemblies, tribunate, consuls and magistrates * key social and cultural features, structures and practices of Roman society, including: * nobles, equestrians, slaves, freedmen, *socii* (allied tribes of Italy) * patron-client relationship and family structures (*paterfamilias*) * individuals and groups who hold power and those who do not * key religious features and practices, including: * omens, oracles, religious festivals, triumphs and games * key military features and structures, including: * legions, centurions, legates and generals * weaponry and tactics * key economic features and structures, including: * agriculture, land tenure system, trade, slavery, provinces and taxation * values, beliefs and traditions that have evolved and/or become integral to the society, including: * *mos maiorum*, *dignitas*, *libertas*, *fides, paterfamilias*   **Historical Skills**   * chronology, terms and concepts * historical questions and research * analysis and use of sources   **Task 1 Part A: Historical inquiry (begin)** |
| 3–5 | **Key people, ideas and events of the period**   * key people, ideas and/or events and their influence on Roman society * the role of people, ideas and events as forces for change in Late Republican Rome * examples of change in the period (political, social, religious, cultural, military and/or economic) * examples of continuity in the period (political, social, religious, cultural, military and/or economic) * methods and strategies used by leaders, individuals and/or groups seeking change * leaders, individuals and/or groups that supported change and their reasons (motives) for doing so * leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so   **Effects of continuity and change in the period**   * short-term and long-term effects of change in the period * evidence and impact of change on the lives of individuals and/or groups * short-term and long-term effects of continuity in the period |
|  | **Key teaching points**   * **Tiberius and Gaius Gracchus (133–121 BC)** * the problems confronting Rome in 133 BC; reasons for the reforms of Tiberius and Gaius Gracchus; the traditional roles and powers of the tribunate * Tiberius Gracchus and the *lex agraria*; the reforms of Gaius Gracchus; the methods used by the Gracchi; the Senate’s reaction * role of *Optimates* and *Populares*; the use of the tribunate; the use of *senatus consultum ultimum* (final decree of the senate) * impact of the Gracchi’s reforms; and the challenge to the Senate and the Roman Republic   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations   **Task 2: Explanation** |
| 6–8 | **Key people, ideas and events of the period**   * key people, ideas and/or events and their influence on Roman society * the role of people, ideas and events as forces for change in Late Republican Rome * examples of change in the period (political, social, religious, cultural, military and/or economic) * examples of continuity in the period (political, social, religious, cultural, military and/or economic) * methods and strategies used by leaders, individuals and/or groups seeking change * leaders, individuals and/or groups that supported change and their reasons (motives) for doing so * leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so   **Effects of continuity and change in the period**   * short-term and long-term effects of change in the period * evidence and impact of change on the lives of individuals and/or groups * short-term and long-term effects of continuity in the period   **Key teaching points**   * **Career of Gaius Marius (133–87 BC) and extraordinary commands up to 66 BC** * Marius’ background; First consulship and the reasons for this consulship * Marius’ reforms to the Roman army; implications and consequences of the emergence of a new professional army * successive consulships and reasons for these consulships * relationship between generals and tribunes; role of tribunes in Marius’ career * concept of extraordinary commands; types of extraordinary commands; examples of extraordinary commands up to 66 BC * role of tribunate; extent of support for extraordinary commands; importance of army and extraordinary commands to politics and foreign policy   **Historical Skills**   * chronology, terms and concepts * historical questions and research * analysis and use of sources * perspectives and interpretation * explanation and communication   **Task 1 Part B: In-class validation extended answer**  **Task 1 Part A: (submit)**  **Task 3: Source analysis** |
| 9–11 | **Key people, ideas and events of the period**   * key people, ideas and/or events and their influence on Roman society * the role of people, ideas and events as forces for change in Late Republican Rome * examples of change in the period (political, social, religious, cultural, military and/or economic) * examples of continuity in the period (political, social, religious, cultural, military and/or economic) * methods and strategies used by leaders, individuals and/or groups seeking change * leaders, individuals and/or groups that supported change and their reasons (motives) for doing so * leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so   **Effects of continuity and change in the period**   * short-term and long-term effects of change in the period * evidence and impact of change on the lives of individuals and/or groups * short-term and long-term effects of continuity in the period   **Key teaching points**   * **Career of Sulla (90–78 BC)** * Sulla’s background; transfer of Mithridatic command to Marius by the tribunate * Sulla’s first march on Rome; Sulla in the East and the events in Rome * Sulla’s second march on Rome; the proscriptions; Sulla’s dictatorship; increasing use of violence in politics * Sulla’s reform program; effects of reforms * Sulla’s resignation and death * failure of the Sullan ‘Restoration’: discontented classes; Sulla’s own example; inadequacies of reforms themselves   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations |
| 13 | **Task 4: Externally set task** |
| 13–15 | **Key people, ideas and events of the period**   * key people, ideas and/or events and their influence on Roman society * the role of people, ideas and events as forces for change in Late Republican Rome * examples of change in the period (political, social, religious, cultural, military and/or economic) * examples of continuity in the period (political, social, religious, cultural, military and/or economic) * methods and strategies used by leaders, individuals and/or groups seeking change * leaders, individuals and/or groups that supported change and their reasons (motives) for doing so * leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so   **Effects of continuity and change in the period**   * short-term and long-term effects of change in the period * evidence and impact of change on the lives of individuals and/or groups * short-term and long-term effects of continuity in the period   **Key teaching points**   * **Early career of Pompey to 66 BC** * careers of Lepidus, Sertorius and Spartacus; the crises facing Rome in the 70s BC; inability of Senate to deal with crises * steps in Pompey’s rise to power; Consulships of 70 BC (Pompey and Crassus) * problem of piracy; *lex Gabinia* and the reasons for its creation; Pompey’s actions against pirates * Lucullus’ command against Mirthridates; *lex Manilia* and the reasons for its creation * role of tribunes in Pompey’s rise; increasing importance of Roman Generals; continuing struggle between Optimates and Populares |
|  | **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations   **Task 5: Test** |

## Semester 2 – Unit 4 – Confrontation and resolution

#### This unit is based on the elective: Rome, from Pompey’s Eastern Command to the First Settlement of Augustus 66–27 BC

| **Week** | **Key teaching points** |
| --- | --- |
| 1 | **Elements of Roman society at the start of the period**   * broad overview of the historical context for the ancient society * timeline showing key dates for Late Republican Rome (66–27 BC) * written and archaeological sources available for the period * key political, social, religious, cultural, military and economic structures of the society at the start of the period * values, beliefs and traditions that were integral to the society and how these were challenged * individuals and groups who hold power and those who do not   **Key teaching points**   * review historical knowledge and understandings of Unit 3   **Historical Skills**   * chronology, terms and concepts |
| 2–3 | **Key people, ideas and events of the period**   * causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in Late Republican Rome * people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome * means by which individuals and/or groups have gained power * methods and strategies used by leaders, individuals and/or groups to achieve their aims   **Effects of confrontation and resolution for continuity and change in Late Republican Rome  (66–27 BC)**   * short-term and long-term effects of confrontation for continuity and change * short-term and long-term effects of resolution of conflict for continuity and change   **Key teaching points**   * **Pompey’s Eastern Command 66–63 BC and Rome in Pompey’s absence** * Pompey’s military campaigns in the East; Pompey’s creation of new provinces and client kingdoms in the East * benefits of Eastern Settlement (Rome, Provinces and Pompey) * intrigues of Crassus; emergence of Caesar * emergence of Cicero and consulship of 63 BC   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations   **Task 6: Source analysis** |
| 4–5 | **Key people, ideas and events of the period**   * causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in Late Republican Rome * people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome * means by which individuals and/or groups have gained power * methods and strategies used by leaders, individuals and/or groups to achieve their aims   **Effects of confrontation and resolution for continuity and change in Late Republican Rome  (66–27 BC)**   * short-term and long-term effects of confrontation for continuity and change * short-term and long-term effects of resolution of conflict for continuity and change   **Key teaching points**   * **The Catiline Conspiracy** * background to the Catiline Conspiracy (political, military, economic and social problems; Senate’s failure; Catiline’s attempts to gain support) |
|  | * key events of the Catiline Conspiracy * Catiline’s aims and role in the Conspiracy * role of Crassus; the use of violence * Cicero’s reaction; use of *senatus consultum ultimum* (emergency decree of the Senate to save the state) * importance of the Conspiracy to Cicero * different perspectives of the Conspiracy and Cicero’s role   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations |
| 6–8 | **Key people, ideas and events of the period**   * causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in Late Republican Rome * people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome * means by which individuals and/or groups have gained power * methods and strategies used by leaders, individuals and/or groups to achieve their aims   **Effects of confrontation and resolution for continuity and change in Late Republican Rome  (66–27 BC)**   * short-term and long-term effects of confrontation for continuity and change * short-term and long-term effects of resolution of conflict for continuity and change   **Key teaching points**   * **The First Triumvirate** * reasons for the alienation of Pompey, Crassus and Caesar; concept of ‘the First Triumvirate’; aims of Triumvirs * main features of Caesar’s consulship; role of Clodius during Caesar’s consulship * reasons for, and significance of, Cicero’s exile * events leading to the Conference of Luca and the results; the relative positions of the Triumvirs after the Conference of Luca * main features of Caesar’s Gallic Command; significance of Caesar’s conquest of Gaul * reasons for the breakdown of the First Triumvirate   **Historical Skills**   * chronology, terms and concepts * historical questions and research * analysis and use of sources * perspectives and interpretations   **Task 7: Explanation**  **Task 8 Part A: Historical inquiry (begin)** |
| 9–11 | **Key people, ideas and events of the period**   * causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in Late Republican Rome * people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome * means by which individuals and/or groups have gained power * methods and strategies used by leaders, individuals and/or groups to achieve their aims   **Effects of confrontation and resolution for continuity and change in Late Republican Rome  (66–27 BC)**   * short-term and long-term effects of confrontation for continuity and change * short-term and long-term effects of resolution of conflict for continuity and change   **Key teaching points**   * **The Civil War of 49 BC and Caesar’s dictatorship and death** * events leading to the outbreak of the Civil War; responsibility for the Civil War (Senate, Pompey and Caesar) * relative strengths of the two sides; key events of Civil War; strategies of Pompey and Caesar |
|  | * reasons for Caesar’s victory; consequences of Civil War for the Roman State * sequence of offices held by Caesar; reforms of Caesar; aims of reforms; effectiveness of reforms * events leading to Caesar’s assassination; possible reasons for assassination; Plutarch’s theory; Suetonius’ account of Caesar’s assassination * extent to which Caesar could have solved Rome’s problems if he had not been assassinated * short-term and long-term consequences of Caesar’s assassination   **Historical Skills**   * chronology, terms and concepts * historical questions and research * analysis and use of sources * perspectives and interpretations * explanation and communication   **Task 8 Part B: In-class validation extended answer**  **Task 8 Part A: (submit)** |
| 12–14 | **Key people, ideas and events of the period**   * causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in Late Republican Rome * people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome * means by which individuals and/or groups have gained power * methods and strategies used by leaders, individuals and/or groups to achieve their aims   **Effects of confrontation and resolution for continuity and change in Late Republican Rome  (66–27 BC)**   * short-term and long-term effects of confrontation for continuity and change * short-term and long-term effects of resolution of conflict for continuity and change   **Key teaching points**   * **Antony, Octavian and the Second Triumvirate** * Antony’s background and career to 44 BC; position of Antony after Caesar’s assassination; aims of Cicero’s Philippics * Lepidus’ background; Octavian’s background * reasons for the formation of the Second Triumvirate; role of client armies * actions of Second Triumvirate leading up to the Battle of Philippi * Octavian’s activities in the West; Antony’s activities in the East * positions of Octavian and Antony before Actium * key factors in the demise of the Second Triumvirate; reasons for Octavian’s success and Antony’s failure * short-term and long-term consequences of failure of Second Triumvirate   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations   **Task 9: Test** |
| 15 | **Key people, ideas and events of the period**   * causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in Late Republican Rome * people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome * means by which individuals and/or groups have gained power * methods and strategies used by leaders, individuals and/or groups to achieve their aims   **Effects of confrontation and resolution for continuity and change in Late Republican Rome  (66–27 BC)**   * short-term and long-term effects of confrontation for continuity and change * short-term and long-term effects of resolution of conflict for continuity and change |
|  | **Key teaching points**   * **The emergence of Augustus in 27 BC** * Octavian’s return to Rome in 29 BC; Octavian’s constitutional position after the Battle of Actium * First Settlement of 27 BC and the constitutional position of Augustus; brief overview of the *Res Gestae Divi Augusti*   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations |