



SAMPLE COURSE OUTLINE

**ANCIENT HISTORY
ATAR YEAR 11
(SAMPLE 2)**

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Sample course outline

Ancient History – ATAR Year 11 (Sample 2)

Semester 2 – Unit 2 – Ancient societies

This unit is based on Elective 1: Old Kingdom Egypt, Dynasty 0 to Dynasty 6

Week	Key teaching points
1–2	<p>Nature of the society</p> <p>Chronological and geographical context</p> <ul style="list-style-type: none"> • an overview of the physical environment of ancient Egypt, including the geographic location, and the nature of the environment and its influence on the society • a brief overview of predynastic Egypt including the shift from nomadic lifestyle to the advent of farming, domestication of animals and political alignment of towns/villages • concept of ma’at (Order vs Chaos; ma’at representing justice and stability) • mapping activity – major sites and geographical features (including duality of Two Lands of Upper and Lower Egypt, plus Red Land and Black Land, the Faiyum and wadis) • availability of resources during the Old Kingdom (for example, the Eastern Desert’s importance for access to stone and minerals and Nubia for access to gold) • significance of the wadis as early trade routes – access into Sinai, Palestine, the Red Sea, for example Wadi Hamamat • overview of chronological context – timeline of predynastic, early dynastic and Old Kingdom periods • sources of evidence and problems associated with dating pharaonic rule (rival king lists) <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources
3–5	<p>Overview of the institutions and structures of Egyptian society</p> <p>Social structure</p> <ul style="list-style-type: none"> • the main social hierarchies – Pharaoh and royal court, nobility, scribes, expert craftsmen and farmers • structure of the royal court – Pharaoh’s major and lesser wives, vizier • concept of the god-king, development of royal titulary • limitations of evidence relating to everyday life <p>Religious organisation</p> <ul style="list-style-type: none"> • the key features of religion/s, key state gods such as Osiris (consider Osirian mythology) and Horus • unique nature of Egyptian religious beliefs such as evolution of prominent gods (concept of syncretism) • the role and function of key religious institutions (cult centres, such as Heliopolis in Fifth Dynasty) and religious positions (role and influence of priesthood) • beliefs underlying burial practices from pit graves to mastaba, significance of grave goods, Cult of the Dead • creation myths and influence on tomb architecture (ben-ben stone) <p>Political institutions</p> <ul style="list-style-type: none"> • the key features of political organisation – extensive political powers of the pharaoh, role of provincial nomarchs, influence of priesthood on political system at this time • unification of Egypt – roles of individual kings (Scorpion Macehead and Narmer Palette, evidence of increased war-like activity at this time) • continued political rivalry between Upper and Lower Egypt in early dynastic era <p>Economic activities</p> <ul style="list-style-type: none"> • the nature and importance of economic activity – agriculture, trade and building programs • the organisation of corvee system for pyramid construction • economic exchange, for example, evidence of trade and taxation

Week	Key teaching points
	<p>Task 7: Week 4: Short answer</p> <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources
6–11	<p>Ancient historical narrative: Old Kingdom</p> <p>Evolution of pyramid shape; rise of pyramid building – Third and Fourth Dynasty</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"> ▪ evolution of pyramid shape from mastaba to true pyramid ▪ Sneferu’s three pyramids ▪ architectural developments of pyramid building, such as corbelled ceiling, staircases ▪ features of the pyramid complex, such as satellite pyramids, causeway, mortuary temple, funerary boats <p>Decline of pyramid building – Fifth and Sixth Dynasty</p> <ul style="list-style-type: none"> • evidence for the decline of quality, construction and materials used in pyramids; changing economic circumstances • changing roles of the god-king; rising power of nomarchs • rise of solar cult as reflected in development of sun temples • economic and political power of Heliopolitan priesthood as a potential threat to pharaonic power • features of sun temples (sacrificial altars, basins – Niuserre’s sun temple) • emergence of pyramid texts and significance of this – developing religious beliefs • famine stelae of Unas (Fifth Dynasty) as evidence of decline in economic conditions • other signs of change in state organisation • tomb biographies of Sixth Dynasty officials – Weni and one other, such as Harkhuf • major reasons for and evidence of collapse of the Old Kingdom – consider environmental, political, religious and economic factors <p>Task 8: Week 6: Essay/Extended answer</p> <p>Task 9: Week 8: Source analysis</p> <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
12–14	<p>Significant features of Egyptian society</p> <p>Investigate one of the following significant features employing an historical inquiry process and the Historical Skills.</p> <ul style="list-style-type: none"> • art in Old Kingdom Egypt • role, status and importance of Royal women in Old Kingdom Egypt • the family in Old Kingdom Egypt • the military in Old Kingdom Egypt • beliefs, rituals, and festivals in Old Kingdom Egypt <p>Task 10: Week 12: Begin Historical inquiry</p> <p>Task 11: Week 14: Historical inquiry validation essay</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

Week	Key teaching points
15	Revision
16	Task 12: Semester 2 examination