



**SAMPLE COURSE OUTLINE**

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**ANCIENT HISTORY (GREECE)**

**ATAR YEAR 11**

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## Sample course outline

### Ancient History (Greece) – ATAR Year 11

#### Semester 1 – Unit 1 – Ancient societies

This outline is based on Elective 2 – Athens: The rise of Athens

Week	Syllabus content	Suggested teaching points
1	<p><b>The Historical Skills are intrinsic to the teaching of this unit</b></p> <p><b>Nature of the society</b></p> <p>Students investigate the nature of ancient Athenian society, including:</p> <p><b>Sources for the period</b></p> <p>Key written and archaeological sources for the period, including the writings of Thucydides, Plutarch’s <i>Lives</i>, inscriptions (Athenian Tribute Lists), ostraca and modern interpretations. These sources are incorporated into the ancient historical narrative (see below).</p> <p><b>The historical and geographical context</b></p> <ul style="list-style-type: none"> <li>an overview of the broader historical context for Athens</li> <li>the location of Athens and neighbouring Greek city-states</li> <li>the geographical extent and expansion of the Athenian Empire</li> <li>the location of Persia and the geographical extent of the Persian Empire</li> </ul>	<ul style="list-style-type: none"> <li>Explore the geographical context of Athenian society with reference to the Persian Empire.</li> <li>Identify the period of the Persian Wars on a timeline in the context of ancient history in the region.</li> <li>Identify factors which united and divided Greek city-states with reference to physical geography, cultural/religious ties and Dorian/Ionian identity.</li> <li>Begin compiling a glossary of key terms.</li> <li>Examine examples of archaeological and written evidence from the fifth century BCE, identifying how each can be used by historians to reconstruct the past.</li> <li>Identify strengths and limitations of different types of ancient written and archaeological sources as evidence.</li> </ul>
2	<p><b>The institutions and structures of the society</b></p> <p>An overview of</p> <p><b>Social structure</b></p> <ul style="list-style-type: none"> <li>the main social hierarchies, and their status: pentacosiomedimni, hippeis, zeugitae, thetes, slaves, metics</li> <li>the role and status of women</li> </ul> <p><b>Political institutions</b></p> <ul style="list-style-type: none"> <li>the key features of political organisation, including Areopagus, Boule, Ecclesia, Heliaea, strategoi</li> <li>key political terms, including demos, polis, oligarchy, democracy, ostracism</li> </ul> <p><b>Religious organisation</b></p> <ul style="list-style-type: none"> <li>omens, oracles, religious festivals</li> </ul> <p><b>Economic activities</b></p> <ul style="list-style-type: none"> <li>phoros, tribute, trade</li> </ul>	<ul style="list-style-type: none"> <li>Identify the membership of each of the classes and their political rights in Athens in the fifth century BCE.</li> <li>Note new Greek terminology, including key terms, definitions and examples from the fifth century BCE.</li> <li>Examine the structure of Athenian democracy at the time of Cleisthenes.</li> <li>Identify the significance of the Oracle at Delphi, the Eleusinian Mysteries and the Panathenaic Festival.</li> <li>Identify the resource needs and trade strengths of different regions in the Aegean and Mediterranean.</li> <li>Examine how Athens gained public money through tribute (phoros) and how this money was used.</li> <li>Examine religious organisation, including omens etc.</li> <li>Compare and contrast the military forces in Sparta, Athens and Persia at the time of the</li> </ul>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>• payment for participation in public services/offices</li> <li>• building program</li> </ul> <p><b>Military organisation</b></p> <ul style="list-style-type: none"> <li>• the key features of the military at the time of the Persian War, including <ul style="list-style-type: none"> <li>▪ the Athenian navy and the Spartan army</li> <li>▪ the role and function of the military in the society</li> </ul> </li> </ul>	<p>Persian Wars, identifying the composition, role and function of the military forces.</p> <ul style="list-style-type: none"> <li>• Identify the significance of military groups and leaders in political decision-making in Athens and Sparta.</li> </ul>
3–5	<p><b>Significant features</b></p> <p>Students study <b>at least one</b> of the following significant features as appropriate for the society, which are to be taught with the requisite historical skills described at the start of this unit. The significant feature may be studied through a historical inquiry or as part of the ancient historical narrative.</p> <p><b>Weapons and warfare</b></p> <p>the development of weaponry and methods of warfare, including</p> <ul style="list-style-type: none"> <li>• the nature of the sources for weapons and warfare, and early evidence for military encounters</li> <li>• the composition and role of armies and navies, and changes in forms of weapons and military tactics</li> <li>• the life of soldiers, their training and the conditions of service</li> <li>• the significance of the military</li> <li>• the political, economic and social impact of warfare and conquest</li> </ul> <p><b>The ancient historical narrative</b> (at least 70% of unit content)</p> <p><b>Individual: Themistocles and increasing prestige of Athens through the Persian Wars</b></p> <ul style="list-style-type: none"> <li>• the Battle of Marathon and the reasons for Athens' victory</li> <li>• Greek preparations for war, including the overall strategy of the Greek states and terms agreed at the Congress of the Isthmus of Corinth</li> <li>• the formation and composition of the Hellenic League under Spartan hegemony</li> <li>• the increase of prestige of Athens throughout campaigns during the Second Persian War of 480–478 BCE, including the Battles of Thermopylae and Salamis</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the development of naval strengths in Athens, including the use of triremes as weapons of war, the development of naval warfare and strategy, the roles of the thetes as sailors, and the Strategos as general.</li> <li>• Investigate the development of hoplite soldiers and the use of land armies in Sparta, including the training of Spartan soldiers, and the use of the Spartan army within the Peloponnese.</li> <li>• Identify the political role and status of military leaders in Sparta and Athens.</li> <li>• Examine source evidence, including excerpts from Herodotus and Plutarch, on the Spartan army and Athenian navy in the period of study.</li> <li>• Identify the causes, course and consequences of the Battle of Marathon, identifying the roles of Sparta, Athens and Persia.</li> <li>• Compare and contrast the preparations undertaken by Sparta, Athens and Persia after the Battle of Marathon.</li> <li>• List the reasons for the formation of the Hellenic League and for Sparta's leadership of the league.</li> <li>• Examine source evidence for the period of the Persian Wars, noting issues of evidence, including reliability and fragmentary evidence.</li> <li>• Account for the increased prestige of Athens.</li> </ul> <p><b>Task 1: Part A – Historical inquiry (issue) (Week 3)</b></p> <p><b>Task 1: Part B – In-class validation extended answer (Week 5)</b></p> <p><b>Task 1: Part A – Historical inquiry (submit) (Week 5)</b></p>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>the role of Themistocles and the evidence for this, including the accounts of Thucydides and Plutarch, ostraca</li> <li>the rise of Athens as a sea power, including Themistocles' use of silver mine funds for the navy</li> </ul>	
6	<p><b>Change: the Delian League</b></p> <ul style="list-style-type: none"> <li>explanations for Sparta relinquishing leadership of the Greek offensive, including Thucydides' explanation <ul style="list-style-type: none"> <li>the role of Pausanias</li> <li>problems on Sparta's home front (helots, Argos, allies, political divisions)</li> <li>Spartan fear of corruption</li> <li>Athens seen as a capable leader and working in Sparta's interests</li> <li>Sparta's unwillingness to accept the burden of war</li> <li>the claim that relations between Sparta and Athens were friendly</li> </ul> </li> <li>the Delian League, including the aims, oath, organisation (two classes of allies: autonomous ship contributors and autonomous phoros contributors); Athens' leadership and naval superiority</li> </ul>	<ul style="list-style-type: none"> <li>Examine the naval superiority of Athens and the reasons for this superiority.</li> <li>Assess Thucydides' explanation for Athenian leadership of the Delian League.</li> <li>Examine the structure, organisation and formation of the Delian League.</li> <li>Identify source evidence on the aims and structure of the Delian League.</li> </ul>
7–8	<p><b>Individuals: campaigns under Cimon to 461 BCE</b></p> <ul style="list-style-type: none"> <li>Thucydides' account of the campaigns: Eion, Scyros, Carystus, Naxos, Eurymedon and Thasos under the aegis of the Delian League (Thucydides I.98, 101), including a consideration of the manipulation of the aims over time</li> <li>the significance of Cimon's campaigns for Athenian power and benefits to the allies</li> <li>evidence of Sparta's response to the growth of Athenian power</li> </ul>	<ul style="list-style-type: none"> <li>Review the initial campaigns under Cimon after Byzantium from 478–46 BCE: Eion, Scyros, Carystus, Naxos, Eurymedon and Thasos.</li> <li>Analyse the significance of Cimon's campaigns for Athenian power internally and externally.</li> <li>Examine Sparta's response to the growth of Athenian power and the reasons for it.</li> <li>Examine the strengths and limitations of Thucydides' account.</li> </ul>
9	<p><b>Individuals: the policy of Cimon and opposition to it</b></p> <ul style="list-style-type: none"> <li>Cimon's general foreign policy: pro-Spartan and anti-Persian, including the assistance to Sparta during the Helot revolt at Mt Ithome</li> <li>Cimon's domestic policy to preserve the status quo</li> <li>Cimon's role in the transformation of the Delian League to an Athenian Empire</li> <li>opposition to Cimon's policies, and the causal link between his policies and his ostracism</li> </ul>	<ul style="list-style-type: none"> <li>Review Cimon's political career identifying his supporters and opponents in Athens.</li> <li>Examine Plutarch's account of Cimon's leadership in Athens.</li> <li>Explain Cimon's Philo-Laonian policy and the response by the Athenians.</li> <li>Assess the role of Cimon in the transformation of the Delian League to an Athenian Empire.</li> <li>Identify the reasons for Cimon's ostracism.</li> </ul> <p><b>Task 2 – Short answer (Week 9)</b></p>

10–11	<p><b>Change: the transformation of the League to an empire</b></p> <ul style="list-style-type: none"> <li>the emergence of three classes of membership of the Delian League (autonomous ship contributors, autonomous phoros contributors and subjugated phoros contributors); use of the tribute under Cimon to benefit Athens rather than the League and allied revolts: Naxos, Thasos and Samos</li> <li>the growing influence (economic, military, political, cultural, judicial, and religious) of Athens over allies</li> <li>factors which enabled the Athenians to change their treatment of the allies, including the attitude of the allies, Sparta's attitude, Athenian naval superiority</li> <li>the issues of evidence for these changes, including Thucydides' account, Plutarch's <i>Pericles</i>, Aristotle, Old Oligarch, decrees, tribute lists, coins, pottery</li> <li>Athens' justification and motivation for the changing treatment of the allies, and the reaction of the allies</li> </ul>	<ul style="list-style-type: none"> <li>Examine the transformation of the League to an empire and the reasons for it.</li> <li>Examine Athens' justification and motivation for its changing treatment of the allies.</li> <li>Analyse and account for the allies' response to Athens' imperialism (extent of acceptance or resistance).</li> <li>Examine the evidence (decrees, Thucydides' <i>Pentecontaetia</i>) for the economic, military, political, cultural, judicial and religious methods of control used by Athens to 445 BCE.</li> <li>Explain the functions and outcomes of these methods of control.</li> <li>Examine the significance of the transfer of the treasury in 454 BCE.</li> <li>Identify Athens' use of decrees (Coinage, Chalcis, Colophon, Cleinias, Erythrae, Papyrus).</li> <li>Explain the emergence of three classes of membership of the Delian League (autonomous allies supplying ships, autonomous allies supplying phoros and subject-allies).</li> </ul> <p><b>Task 3 – Extended answer (Week 11)</b></p>
12–13	<p><b>Changes to Athenian domestic and foreign policy from 461 BCE</b></p> <ul style="list-style-type: none"> <li>the importance of the thetes within the navy as a reason for the changes to the political system</li> <li>Athens' changing foreign policy (461–446 BCE), including the development of a Land Empire <ul style="list-style-type: none"> <li>its alliances with Megara, Argos and Thessaly</li> <li>evidence of a Land Empire, including fortification of Pagaea, campaigns in the Peloponnese, capture of Oenophyta</li> <li>events that led to Athens' defeat, including reversals at Boeotia and Megara, revolt of Euboea, proximity of the Peloponnesian army</li> <li>the reasons for Athens' inability to hold onto the Land Empire, including war on multiple fronts, resources employed in administering the Delian League, unstable alliances</li> <li>the Thirty Years' Peace, including the major terms and the implications of the treaty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Examine Athens' alliances with Megara, Argos and Thessaly.</li> <li>Account for Athens' pursuit of the Land Empire.</li> <li>Identify the key contested areas of the Land Empire on a map of mainland Greece.</li> <li>Sequence the key events related to Athens' pursuit and loss of a Land Empire.</li> <li>Examine reasons for the loss of the Land Empire (also known as the First Peloponnesian War).</li> <li>Examine the Thirty Years' Peace of 446 BCE.</li> </ul>

14	<p><b>Individuals: the policies of Pericles and the opposition</b></p> <ul style="list-style-type: none"> <li>• Pericles' imperial policy, including the transfer of the treasury in 454 BCE; cleruchy policy</li> <li>• Pericles' political position; the opposition to his leadership and ostracism of Thucydides (son of Melesias)</li> <li>• the revolt of Samos, its causes and the Athenian response</li> </ul>	<ul style="list-style-type: none"> <li>• Review the democratic reforms in Periclean Athens.</li> <li>• Examine Pericles' building program (buildings, economic effects, social impact).</li> <li>• Explain the use of Delian League funds for the building program.</li> <li>• Identify and give reasons for internal opposition to Pericles' policies.</li> <li>• Explain the revolt of Samos.</li> </ul>
15	Unit 1 revision	Unit 1 revision
16	<b>Task 4 – Semester 1 examination</b>	<b>Task 4 – Semester 1 examination</b>

## Historical Skills

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

#### Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument
- evaluate the reliability and usefulness of sources to develop informed judgements that support a historical argument

#### Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- recognise the provisional nature of historical knowledge to arrive at reasoned and supported conclusions

#### Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently



## Semester 2 – Unit 2 – Investigating the Ancient World

This outline is based on Elective 2 – The Peloponnesian War

Week	Syllabus content	Suggested teaching points
1–3	<p><b>The Historical Skills are intrinsic to the teaching of this unit</b></p> <p><b>Sources for the period</b></p> <p>Key written and archaeological sources for the period, including the writings of Thucydides, Plutarch, Old Oligarch, Aristophanes, inscriptions, and modern interpretations</p> <p><b>Historical authentication and reliability</b> (incorporated into the ancient historical narrative)</p> <ul style="list-style-type: none"> <li>• how evidence from the ancient world has been lost, destroyed and re-discovered</li> <li>• problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe</li> <li>• methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources</li> <li>• the different interpretations and representations of the period</li> <li>• the reliability and usefulness of the interpretations and representations of the period</li> </ul> <p><b>The historical and geographical context</b></p> <p>(Covered in Unit 1, Elective 2 – Athens: The rise of Athens)</p> <p><b>The ancient historical narrative</b> (at least 70% of the unit content)</p> <p><b>The Causes of the Peloponnesian War</b></p> <ul style="list-style-type: none"> <li>• Thucydides’ aitia (short term causes and complications), including war between Corcyra and Corinth, Megarian decree, the Potidaean revolt and complaints from Aegina</li> <li>• Thucydides’ prophasis (longer term problems) – Spartan fear of the growth of Athenian power (Thucydides I.23, I.88, I.118)</li> <li>• Thucydides’ explanation of the causes of the war (different interpretations by the ancient and modern sources); long term</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key archaeological and written sources for the period, including the writings of Thucydides, Plutarch’s <i>Lives</i>, The Old Oligarch, Xenophon, Aristotle, Aristophanes, Athenian tribute lists and inscriptions.</li> <li>• Review the nature of Thucydides’ text and techniques, including his research methods, his use of speeches and the extent to which he can be regarded as a ‘scientific historian’.</li> <li>• Explain issues arising from Thucydides’ editing and possible revisions of Book II and V, and the incomplete nature of the work.</li> <li>• Examine Thucydides’ background/exile and how it influenced his writing of <i>The Peloponnesian War</i>, and the influence of the tragic tradition on his writing.</li> <li>• Analyse the causes of the Peloponnesian War, including the incident at Epidamnus, war between Corcyra and Corinth, the Battle of Sybota, Megarian decree, the Potidaean revolt and Thucydides’ theory of aitia and prophasis.</li> <li>• Explore issues of evidence determining the causes of the Peloponnesian War, including Thucydides’ bias.</li> </ul> <p><b>Task 5: Part A – Historical inquiry (issue) (Week 1)</b></p> <p><b>Task 5: Part B – In-class validation extended answer (Week 3)</b></p> <p><b>Task 5: Part A – Historical inquiry (submit) (Week 3)</b></p>

Week	Syllabus content	Suggested teaching points
	economic and political differences between Athens and the Peloponnesians	
4–6	<p><b>Peloponnesian War: the Archidamian War</b></p> <ul style="list-style-type: none"> <li>Athenian resources, aims and strategy, including Pericles' speech, Thucydides, I.140–144)</li> <li>Spartan resources, aims and strategy, including liberation of the Hellenes (Corinthian speech in Thucydides, I.69–71, I.120–124)</li> <li>key events of the Archidamian War, including the Plague; the death of Pericles and change of Athenian leadership; the Mytilenean revolt; Pylos and Sphacteria; Brasidas' Thracian campaign; Amphipolis</li> <li>the role of key individuals, including Archidamus, Pericles, Cleon, Nicias, Brasidas</li> <li>Thucydides' views on the new leadership, including the demagogues (different interpretations by the ancient and modern sources)</li> </ul> <p><b>Historical authentication and reliability</b></p> <ul style="list-style-type: none"> <li>the different interpretations and representations of the period</li> <li>the reliability and usefulness of the interpretations and representations of the period</li> </ul>	<ul style="list-style-type: none"> <li>Identify the resources, aims and strategies of Sparta and Athens at the outbreak of the Archidamian War.</li> <li>Examine the changing strategies employed by Athens and Sparta, and the influence of new leaders in each city-state.</li> <li>Examine the events of the Archidamian War, with particular reference to key events, including the Plataean incident, the Plague, the death of Pericles and change of Athenian leadership, the Mytilenean revolt, Pylos and Sphacteria, Brasidas' Thracian campaign and Amphipolis.</li> <li>Assess the role of key individuals, including Archidamus, Pericles, Cleon, Nicias and Brasidas.</li> <li>Analyse Thucydides' views on the new leadership, including the demagogues.</li> <li>Identify Thucydides' own actions in the war and their potential impact on his perspective.</li> </ul> <p><b>Task 6 – Extended answer (Week 6)</b></p>
7–8	<p><b>Peloponnesian War: the Peace of Nicias</b></p> <ul style="list-style-type: none"> <li>key reasons for the signing of the Peace of Nicias as outlined by Thucydides (V.13–17), the terms of the treaty, the response of the allies and the subsequent Athenian-Spartan alliance</li> <li>reasons for the breakdown, including weaknesses of the initial agreement; changing attitudes in Sparta and Athens; the battle of Mantinea; the restoration of Spartan supremacy in the Peloponnesian League</li> <li>resurgence of Athenian expansionism; the Melian Dialogue</li> <li>the role of key individuals, including Nicias, Alcibiades</li> <li>Thucydides' explanation for the failure of the treaty; Plutarch's account of its failure</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons Sparta and Athens were prepared for peace by 421 BCE.</li> <li>Examine the shifting alliances in Greece from 421–418 BCE.</li> <li>Review the terms of the Peace of Nicias.</li> <li>Examine how and why the peace broke down, including Thucydides' perspective and Plutarch's account.</li> <li>Examine Athens' imperialism at this time as evident in the Melian Dialogue.</li> <li>Examine the roles of key individuals, including Nicias, Alcibiades, and Hyperbolus.</li> </ul>

Week	Syllabus content	Suggested teaching points
9–10	<p><b>Peloponnesian War: the Sicilian Expedition</b></p> <ul style="list-style-type: none"> <li>the reasons for the expedition of 415 BCE; aims of the expedition, including the speeches in the Athenian Assembly</li> <li>key events, including the significance of the Mutilation of the Hermae and profanation of the Mysteries; the recall of Alcibiades; the leadership problem; Spartan aid to Syracuse; the second expedition (413 BCE)</li> <li>reasons for Athens' failure, including the conflicting aims for the expedition; the significance of the recall of Alcibiades; Nicias' responsibility for the failure compared to the mismanagement of the Athenian Assembly</li> <li>Thucydides' representation of leadership and the reasons for the failure of the expedition (different interpretations by the ancient and modern sources)</li> <li>consequences of the failure of the Sicilian Expedition for Athens, including the creation of 10 probuli, allied revolts, occupation of Decelea</li> <li>the role of key individuals, including Nicias, Alcibiades, and Gylippus</li> </ul> <p><b>Historical authentication and reliability</b></p> <ul style="list-style-type: none"> <li>the different interpretations and representations of the period</li> <li>the reliability and usefulness of the interpretations and representations of the period</li> </ul>	<ul style="list-style-type: none"> <li>Examine the reasons for the expedition of 415 BCE.</li> <li>Identify the aims of the expedition.</li> <li>Identify the roles of Nicias and Alcibiades in the decision to launch the expedition and examine the speeches in the Athenian Assembly.</li> <li>Examine the Sicilian Expedition as a turning point in the war, with particular reference to key events, including the Mutilation of the Hermae and profanation of the Mysteries, battles between the Athenians and the Syracusans, and the Spartan response.</li> <li>Assess the role of key individuals, including Nicias, Alcibiades, and Gylippus, and the role of the demos.</li> <li>Identify the key contested areas on a map of Sicily.</li> <li>Create a timeline of the key events of the Sicilian Expedition.</li> <li>Examine Thucydides' perspective on Nicias and the Sicilian Expedition.</li> </ul>
11–13	<p><b>The final phase of the Peloponnesian War</b></p> <ul style="list-style-type: none"> <li>key events of the Deceleian/Ionian War, including the occupation of Decelea, the Oligarchic Coup, battles of Cyzicus; peace offers by Sparta and the Athenian refusals; the revolt of Ionian allies; shifting alliances between Sparta and Persia; Battle of Notium; removal of Alcibiades; Battle of Arginusae and the trial of the generals; Battle of Aegospotami</li> <li>reasons for the defeat of Athens in 404 BCE; the circumstances and terms of surrender</li> <li>Thucydides' explanation for the defeat of Athens; the role of the demos; the role of</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key events of the Deceleian/Ionian War, including the occupation of Decelea, the revolt of Ionian allies, alliances between Sparta and Persia, and the Battle of Arginusae.</li> <li>Examine the role of key individuals in the Ionian/Deceleian War, including Alcibiades, Lysander, Cyrus, Tissaphernes and Pharnabazus.</li> <li>Examine the Oligarchic Coup, including the role of the fleet at Samos.</li> <li>Assess the role of key individuals in the Oligarchic coup, including Alcibiades,</li> </ul>

Week	Syllabus content	Suggested teaching points
	<p>Persian intervention and Lysander (different interpretations by the ancient and modern sources)</p> <p>the role of key individuals, including Alcibiades, Lysander, Cyrus, Tissaphernes, and Pharnabazus</p> <p><b>Historical authentication and reliability</b></p> <ul style="list-style-type: none"> <li>the different interpretations and representations of the period</li> <li>the reliability and usefulness of the interpretations and representations of the period</li> </ul>	<p>Pisander, Thrasybulus, Theramenes and Tissaphernes.</p> <ul style="list-style-type: none"> <li>Investigate a range of reasons for the defeat of Athens in 404 BCE with reference to different source perspectives.</li> <li>Examine Thucydides' perspective on the demos, Oligarchy in Athens, and leadership during the final phase of the war.</li> </ul> <p><b>Task 7 – Short answer (Week 13)</b></p>
14–15	Unit 1 and Unit 2 revision	Unit 1 and Unit 2 revision
16	<b>Task 8 – Semester 2 examination</b>	<b>Task 8 – Semester 2 examination</b>

## Historical Skills

### Historical Skills

The following skills will be developed during this unit.

#### Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

#### Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of ancient and modern sources
- identify and practise ethical scholarship when conducting research

#### Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument
- evaluate the reliability and usefulness of sources to develop informed judgements that support a historical argument

#### Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- recognise the provisional nature of historical knowledge to arrive at reasoned and supported conclusions

#### Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently