



SAMPLE COURSE OUTLINE

ANCIENT HISTORY
GENERAL YEAR 11

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Sample course outline

Ancient History – General Year 11

Semester 1 – Unit 1 – Ancient civilisations and cultures

This unit is based on the elective: Late Bronze Age Greece and Troy c. 1500–c. 1050 BC

| Week | Key teaching points |
|------|--|
| 1 | <p>Ancient civilisations and cultures</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 <ul style="list-style-type: none"> ▪ create a timeline showing key dates for ancient Greece and Troy • the geographic location, including the nature of the environment and its influence on the ancient civilisation <ul style="list-style-type: none"> ▪ mapping exercise: key sites of Greece, the Mediterranean and the Aegean coastline <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts |
| 2–3 | <p>Features of the ancient civilisation (as applicable)</p> <ul style="list-style-type: none"> • key social structures of Late Bronze Age Greece, including: <ul style="list-style-type: none"> ▪ the main social hierarchies, for example: <ul style="list-style-type: none"> ○ <i>wanax</i>/king, <i>lawagetas</i>/war leader, local lords and <i>hequetai</i>/warrior aristocracy ○ skilled workmen (smiths, jewellers and metalworkers, chariot-makers, potters, shepherds, beekeepers and farmers) ○ slaves, ethnic groups and foreigners ▪ role and status of women ▪ role and treatment of children • key political structures of Late Bronze Age Greece, including: <ul style="list-style-type: none"> ▪ political organisation, for example, monarchy, tyranny, aristocracy/oligarchy ▪ legal structures • key military structures of Late Bronze Age Greece, including: <ul style="list-style-type: none"> ▪ military organisation, weaponry, tactics, such as use of chariots ▪ role and function of the military • key economic activities, including: <ul style="list-style-type: none"> ▪ agriculture ▪ trade and development of colonies ▪ commerce and industry <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources |
| 4–5 | <ul style="list-style-type: none"> • key values, beliefs and traditions characteristic of Late Bronze Age Greece, for example: <ul style="list-style-type: none"> ▪ origin stories ▪ religious beliefs (deities, temples, altars and offering tables) ▪ funerary customs (tholos tombs, chamber tombs, mound burials, pit burials, shaft graves, grave goods) • key features of the culture of the Late Bronze Age Greece, for example: <ul style="list-style-type: none"> ▪ art (frescoes, jewellery) ▪ architecture (the citadel and surrounding fortifications, cyclopean walls, palace complexes, granaries, military barracks) <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources <p>Task 1: Week 5: Test</p> |

| Week | Key teaching points |
|-------|---|
| 6–8 | <ul style="list-style-type: none"> • key events and developments of the time period, including: <ul style="list-style-type: none"> ▪ timeline for Late Bronze Age Greece and the major Mycenaean centres ▪ Mycenaean decline (natural disasters, collapse of economic systems, invasion and/or migration, new types of warfare) ▪ the destruction of Troy (archaeological evidence from Mycenae and Troy, Hittite records) • key people of Late Bronze Age Greece and Troy, including mythic figures Agamemnon and the heroes of the Trojan War <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources <p>Task 2: Week 8: Explanation</p> |
| 9–10 | <p>Representations of the ancient civilisation</p> <ul style="list-style-type: none"> • representations of Late Bronze Age Greece and Troy, and the contribution of these to our understanding of the civilisation, for example: <ul style="list-style-type: none"> ▪ Mycenaean civilisation and the archaeological evidence ▪ the destruction of Troy and the ‘Trojan War’ (Homer’s <i>Iliad</i>) <p>Historical Skills</p> <ul style="list-style-type: none"> • perspectives and interpretations <p>Task 3: Week 10: Source analysis</p> |
| 11–15 | <p>Investigation of an ancient civilisation or culture</p> <ul style="list-style-type: none"> • investigate one of the other ancient civilisations or cultures listed in the syllabus, employing an historical inquiry process and Historical Skills, including: <p>Historical questions and research</p> <ul style="list-style-type: none"> • 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 <p>Explanation and communication</p> <ul style="list-style-type: none"> • 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 <p>Task 4a: Week 15: Historical inquiry</p> <p>Task 4b: Week 15: Class presentation of inquiry findings</p> |

Semester 2 – Unit 2 – Power in the ancient world

This unit is based on the electives:

Hatshepsut, Egypt, regnal years c. 1473–c. 1458 BC

Alexander the Great, Macedonia 356–323 BC

| Week | Key teaching points |
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| 1 | <p>Elements of Egyptian society at the start of the New Kingdom</p> <ul style="list-style-type: none"> • overview of the broader historical context: <ul style="list-style-type: none"> ▪ create a timeline showing the Old, Middle and New Kingdoms of ancient Egypt ▪ mapping exercise: key sites of ancient Egypt and neighbouring countries • key political, social, religious, cultural, military and economic structures/institutions of New Kingdom Egyptian society. For example: <ul style="list-style-type: none"> ▪ Pharaoh, Vizier, officials and nobles ▪ Priesthood ▪ Egyptian army ▪ agriculture and industry ▪ role of women • values, beliefs and traditions that are linked to New Kingdom Egyptian society. For example: <ul style="list-style-type: none"> ▪ Amun-Ra and the gods ▪ the concept of ma'at ▪ funerary customs • different kinds of power that exist within New Kingdom Egyptian society • structures and processes of power in New Kingdom Egyptian society <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts |
| 2–5 | <p>Selected individual: Hatshepsut</p> <ul style="list-style-type: none"> • the background of Hatshepsut, including: <ul style="list-style-type: none"> ▪ family background, for example, Tuthmosis I, Tuthmosis II, Tuthmosis III ▪ key events in her life, for example, becoming Pharaoh ▪ significant early influences • the career of Hatshepsut, including: <ul style="list-style-type: none"> ▪ change of role or status over time, for example, change from regent to Pharaoh ▪ possible motivations for actions ▪ methods used to achieve aims, for example, supporters such as Senemut ▪ relationships with other individuals, groups, structures/institutions; for example, military or religious (role of priesthood in rise to power) ▪ significant events in the career of Hatshepsut, for example, the Expedition to Punt, the building program ▪ ways Hatshepsut shaped and/or changed her society ▪ the manner and impact of the death of Hatshepsut • challenges presented by other individuals, groups and structures/institutions • motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within the society • the legacy of Hatshepsut, including: <ul style="list-style-type: none"> ▪ assessment of her life and career ▪ the ways she shaped and/or changed her society ▪ the longer-term impact and legacy of Hatshepsut <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 4: Test</p> |

| Week | Key teaching points |
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| 6–7 | <p>Representations of Hatshepsut</p> <ul style="list-style-type: none"> • depictions of Hatshepsut during her lifetime, for example, change in appearance in portraits and statues (represented as a male when Pharaoh) • interpretations of Hatshepsut after her death, for example, theories about the defacement of Hatshepsut’s monuments and buildings <p>Hatshepsut’s effect on continuity and change</p> <ul style="list-style-type: none"> • indicators of continuity and change in the period • how and why aspects of society change while other aspects remain unchanged <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations <p>Task 6: Week 7: Source analysis</p> |
| 8 | <p>Elements of Macedonian/Greek society at the start of the period</p> <ul style="list-style-type: none"> • overview of the broader historical context <ul style="list-style-type: none"> ▪ create a timeline showing key events in ancient Macedonian/Greek history ▪ mapping exercise: key sites of the Mediterranean • key political, social, religious, cultural, military and economic structures/institutions of Macedonian, for example: <ul style="list-style-type: none"> ▪ king, aristocracy ▪ army ▪ agriculture and industry ▪ links to the Greek city-states • values, beliefs and traditions that are linked to Macedonian society, for example: <ul style="list-style-type: none"> ▪ the Olympic Pantheon ▪ symposia ▪ royal tombs and burial customs • different kinds of power that exist within Macedonian society • structures and processes of power in Macedonian society <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts |
| 9–12 | <p>Selected individual: Alexander the Great</p> <ul style="list-style-type: none"> • the background of Alexander the Great, including: <ul style="list-style-type: none"> ▪ family background, for example, King Philip II, Olympias ▪ key events in his life, for example, assassination of King Philip II ▪ significant early influences, for example, Leonidas, Aristotle • the career of Alexander the Great, including: <ul style="list-style-type: none"> ▪ change of role or status over time, such as Alexander’s rise to power ▪ possible motivations for actions ▪ methods used to achieve aims ▪ relationships with other individuals, groups, structures/institutions; for example, military or religious ▪ significant events in his career, for example, defeat of Persia, campaigns in India ▪ ways that Alexander the Great shaped and/or changed his society, Alexander’s adoption of Persian customs ▪ the manner and impact of his death, for example, the break-up of the Empire • challenges presented by other individuals, groups and structures/institutions • motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within Macedonian society • the legacy of Alexander the Great, including: <ul style="list-style-type: none"> ▪ assessment of his life and career ▪ the ways he shaped and/or changed his society ▪ the longer-term impact and legacy of Alexander the Great, for example the Macedonian Empire and the Hellenisation of the Near East |

| Week | Key teaching points |
|-------|---|
| | <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations <p>Task 7a: Week 12: Historical inquiry</p> <p>Task 7b: Week 12: Class presentation of inquiry findings</p> |
| 13–15 | <p>Representations of Alexander the Great</p> <ul style="list-style-type: none"> • depictions of Alexander the Great during his lifetime • interpretations of Alexander the Great after his death, for example, questions over cause of death <p>Alexander the Great's effect on continuity and change</p> <ul style="list-style-type: none"> • indicators of continuity and change in the period • how and why aspects of society change while other aspects remain unchanged <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations <p>Task 8: Week 15: Explanation</p> |