



Government of **Western Australia**  
**School Curriculum and Standards Authority**

**SAMPLE COURSE OUTLINE**

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

Week	Syllabus content	Suggested teaching points
1	<p><b>The development of historical skills is intrinsic to the teaching of this unit. This content follows this pair of outlines.</b></p> <p><b>Chronological and geographical context of the ancient civilisation</b></p> <ul style="list-style-type: none"> <li>• broad overview of the historical context for the ancient civilisation</li> <li>• the geographic location, including the nature of the environment and its influence on the ancient civilisation</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> </ul>	<p><b>Chronological and geographical context of the ancient civilisation</b></p> <ul style="list-style-type: none"> <li>• create a timeline showing key dates for ancient Greece and Troy</li> <li>• mapping exercise: key sites of Greece, the Mediterranean and the Aegean coastline</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> </ul>
2–3	<p><b>Features of the ancient civilisation</b> (as applicable)</p> <ul style="list-style-type: none"> <li>• key social structures of the ancient civilisation, including: <ul style="list-style-type: none"> <li>▪ the main social hierarchies, for example, elites, workers, slaves, ethnic groups and foreigners</li> <li>▪ role and status of women</li> <li>▪ role and treatment of children</li> </ul> </li> <li>• key political structures of the ancient civilisation, including: <ul style="list-style-type: none"> <li>▪ political organisation, for example, monarchy, tyranny, aristocracy/oligarchy, republic</li> <li>▪ legal structures</li> </ul> </li> <li>• key military structures of the ancient civilisation, including: <ul style="list-style-type: none"> <li>▪ military organisation, weaponry, tactics</li> <li>▪ role and function of the military</li> </ul> </li> <li>• key economic activities, for example, agriculture, trade, commerce, industry</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> </ul>	<p><b>Features of Late Bronze Age Greece</b></p> <ul style="list-style-type: none"> <li>• key social structures of Late Bronze Age Greece, including: <ul style="list-style-type: none"> <li>▪ the main social hierarchies; for example, <ul style="list-style-type: none"> <li>○ <i>Wanax</i>/king, <i>Lawagetas</i>/war leader, local lords and <i>Hequetai</i>/warrior aristocracy</li> <li>○ <i>Telestai</i>/large landholders</li> <li>○ merchants and skilled workmen (smiths, jewellers and metalworkers, chariot-makers, potters, shepherds, beekeepers and farmers)</li> <li>○ <i>Damos</i>/people of the district (plot-holders, owners of commercial land, labourers)</li> <li>○ slaves, ethnic groups and foreigners</li> </ul> </li> <li>▪ role and status of women (priestesses, royal women)</li> <li>▪ role and treatment of children</li> </ul> </li> <li>• key political structures of Late Bronze Age, including: <ul style="list-style-type: none"> <li>▪ political organisation; for example, <i>Wanax</i>/king, <i>Lawagetas</i>/war leader, <i>hequetai</i>/military elite, <i>Koreter</i>/Governor of a district</li> <li>▪ legal structures; for example, role of the <i>Wanax</i>/king</li> </ul> </li> <li>• key military structures of Late Bronze Age Greece, including: <ul style="list-style-type: none"> <li>▪ military organisation, weaponry, such as, axes, swords, daggers, javelins, slings;</li> </ul> </li> </ul>

Week	Syllabus content	Suggested teaching points
		<p>shields, helmets and armour; tactics, such as, use of chariots and ships</p> <ul style="list-style-type: none"> <li>▪ role and function of the military</li> <li>• key economic activities, including: <ul style="list-style-type: none"> <li>▪ agriculture, such as, grain production (barley, olive plantations, vineyards and orchards), animal husbandry (goats, sheep, pigs, chickens and geese), beekeeping</li> <li>▪ trade (copper, tin, pottery)</li> <li>▪ commerce and industry, such as, pottery; metalwork (armour, weaponry and chariots); goldsmiths and silversmiths (jewellery, drinking vessels, decoration on weapons and armour); textile industry (wool, linen, flax for sails)</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> </ul>
4–5	<p><b>Features of the ancient civilisation</b> (as applicable)</p> <ul style="list-style-type: none"> <li>• key values, beliefs and traditions characteristic of the ancient civilisation, for example, origin stories, religious beliefs, funerary customs</li> <li>• key features of the culture of the ancient civilisation, for example, art, music, architecture</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> </ul>	<p><b>Features of Late Bronze Age Greece</b></p> <ul style="list-style-type: none"> <li>• key values, beliefs and traditions characteristic of Late Bronze Age Greece; for example, <ul style="list-style-type: none"> <li>▪ origin stories, such as, Mycenae being founded by Perseus and the walls of Troy being built by Poseidon and Apollo</li> <li>▪ religious beliefs (deities, temples, altars and offering tables)</li> <li>▪ funerary customs (tholos tombs, chamber tombs, mound burials, pit burials, shaft graves, grave goods)</li> </ul> </li> <li>• key features of the culture of Late Bronze Age Greece; for example, <ul style="list-style-type: none"> <li>▪ art (frescoes, jewellery, pottery)</li> <li>▪ music (lyre, double-flutes)</li> <li>▪ architecture (palace complex, <i>megaron</i>/central hall and surrounding fortifications, cyclopean walls, granaries, military barracks)</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> </ul> <p><b>Task 1: Test (Week 5)</b></p>
6–9	<p><b>Features of the ancient civilisation</b> (as applicable)</p> <ul style="list-style-type: none"> <li>• key events and developments of the time period</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> </ul>	<p><b>Features of Late Bronze Age Greece</b></p> <ul style="list-style-type: none"> <li>• key events and developments of the time period, including: <ul style="list-style-type: none"> <li>▪ timeline for Late Bronze Age Greece and the major Mycenaean centres</li> <li>▪ Mycenaean decline (natural disasters, collapse of economic systems, invasion and/or migration, new types of warfare)</li> <li>▪ the destruction of Troy (archaeological evidence from Mycenae and Troy, Hittite records)</li> </ul> </li> </ul>

Week	Syllabus content	Suggested teaching points
		<ul style="list-style-type: none"> <li>key people of Late Bronze Age Greece and Troy, including mythic figures, such as, Agamemnon, Helen of Troy and the heroes of the Trojan War</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> </ul> <p><b>Task 2: Explanation (Week 8)</b></p>
10–11	<p><b>Representations of the ancient civilisation</b></p> <ul style="list-style-type: none"> <li>representations of the ancient civilisation and the contribution of these to our understanding of the civilisation</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>perspectives and interpretations</li> </ul>	<p><b>Representations of Late Bronze Age Greece and Troy</b></p> <ul style="list-style-type: none"> <li>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"> <li>Mycenaean civilisation and the archaeological evidence</li> <li>the destruction of Troy and the 'Trojan War' (Homer's <i>Iliad</i>)</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>perspectives and interpretations</li> </ul> <p><b>Task 3: Source analysis (Week 10)</b></p>
12–16	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>formulate, test and modify propositions to investigate historical issues</li> <li>frame questions to guide inquiry and develop a coherent research plan for inquiry</li> <li>identify, locate and organise relevant information from a range of ancient and modern sources</li> <li>identify and practise ethical scholarship when conducting research</li> </ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments</li> <li>communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul>	<p><b>Investigation of an ancient civilisation or culture</b></p> <ul style="list-style-type: none"> <li>investigate one of the other ancient civilisations or cultures listed in the syllabus, employing an historical inquiry process and Historical Skills, including:</li> </ul> <p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>formulate, test and modify propositions to investigate historical issues</li> <li>frame questions to guide inquiry and develop a coherent research plan for inquiry</li> <li>identify, locate and organise relevant information from a range of ancient and modern sources</li> <li>identify and practise ethical scholarship when conducting research</li> </ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments</li> <li>communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li> <li>apply appropriate referencing techniques accurately and consistently</li> </ul> <p><b>Task 4 Part A: Historical inquiry (begin) (Week 11)</b></p> <p><b>Task 4 Part A: (submit) (Week 15)</b></p> <p><b>Task 4 Part B: Class presentation of inquiry findings (Week 15–16)</b></p>

## Semester 2 – Unit 2 – Power in the ancient world

This outline is based on the electives:

- Hatshepsut, Egypt, regnal years c. 1473–c. 1458 BC
- Alexander the Great, Macedonia 356–323 BC

Week	Syllabus content	Suggested teaching points
1	<p><b>Elements of the selected individual's society at the start of the period</b></p> <ul style="list-style-type: none"> <li>• overview of the broader historical context</li> <li>• key political, social, religious, cultural, military and economic structures/institutions of the society</li> <li>• values, beliefs and traditions that are linked to the society</li> <li>• different kinds of power that exist within the society</li> <li>• structures and processes of power in the society</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> </ul>	<p><b>Elements of Egyptian society at the start of the New Kingdom</b></p> <ul style="list-style-type: none"> <li>• overview of the broader historical context: <ul style="list-style-type: none"> <li>▪ create a timeline showing the Old, Middle and New Kingdoms of ancient Egypt</li> <li>▪ mapping exercise: key sites of ancient Egypt and neighbouring countries</li> </ul> </li> <li>• key political, social, religious, cultural, military and economic structures/institutions of New Kingdom Egyptian society; for example, <ul style="list-style-type: none"> <li>▪ Pharaoh, Vizier, officials and nobles</li> <li>▪ Priesthood</li> <li>▪ Egyptian army</li> <li>▪ agriculture and industry</li> <li>▪ role of women</li> </ul> </li> <li>• values, beliefs and traditions that are linked to New Kingdom Egyptian society; for example, <ul style="list-style-type: none"> <li>▪ Amun-Re and the gods</li> <li>▪ the concept of maat</li> <li>▪ funerary customs</li> </ul> </li> <li>• different kinds of power that exist within New Kingdom Egyptian society</li> <li>• structures and processes of power in New Kingdom Egyptian society</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> </ul>
2–5	<p><b>Selected individual</b></p> <ul style="list-style-type: none"> <li>• the background of the selected individual, including: <ul style="list-style-type: none"> <li>▪ family background</li> <li>▪ key events in their lives</li> <li>▪ significant early influences</li> </ul> </li> <li>• the career of the selected individual, including: <ul style="list-style-type: none"> <li>▪ change of role or status over time</li> <li>▪ possible motivations for actions</li> <li>▪ methods used to achieve aims</li> <li>▪ relationships with other individuals, groups, structures/institutions; for example, military or religious</li> <li>▪ significant events in their career</li> <li>▪ ways they shaped and/or changed their society</li> <li>▪ the manner and impact of their death</li> </ul> </li> </ul>	<p><b>Selected individual: Hatshepsut</b></p> <ul style="list-style-type: none"> <li>• the background of Hatshepsut, including: <ul style="list-style-type: none"> <li>▪ family background; for example, Tuthmosis I, Queen Ahmose, Tuthmosis II, Tuthmosis III</li> </ul> </li> <li>• key events in her life; for example, becoming regent and then Pharaoh</li> <li>• significant early influences</li> <li>• the career of Hatshepsut, including: <ul style="list-style-type: none"> <li>▪ change of role or status over time; for example, change from King's daughter to King's sister, to God's wife of Amun, to King's Great Wife, to regent, to Pharaoh</li> <li>▪ possible motivations for actions</li> <li>▪ methods used to achieve aims; for example, supporters and advisors, such as, Senenmut/Senmut; Ineni and Thutiy; the use of inscriptions, such as, The Divine Birth and Coronation</li> <li>▪ relationships with other individuals, groups, structures/institutions; for example,</li> </ul> </li> </ul>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>challenges presented by other individuals, groups and structures/institutions</li> <li>motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within the society</li> <li>the legacy of the selected individual, including: <ul style="list-style-type: none"> <li>assessment of their life and career</li> <li>the ways they shaped and/or changed their society</li> <li>the longer-term impact and legacy</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> <li>perspectives and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>military or religious (role of the priesthood of Amun-Re in Hatshepsut's rise to power)</li> <li>significant events in the career of Hatshepsut; for example, the Expedition to Punt, the building program</li> <li>ways Hatshepsut shaped and/or changed her society</li> <li>the manner and impact of the death of Hatshepsut</li> <li>challenges presented by other individuals, groups and structures/institutions; for example, the relationship and co-regency with Tuthmosis III</li> <li>motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within the society; for example, the priesthood of Amun-Re, Tuthmosis III</li> <li>the legacy of Hatshepsut, including: <ul style="list-style-type: none"> <li>assessment of her life and career</li> <li>the ways she shaped and/or changed her society</li> <li>the longer-term impact and legacy of Hatshepsut</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> <li>perspectives and interpretations</li> </ul> <p><b>Task 5: Test (Week 4)</b></p>
6–7	<p><b>Representations of the key individual</b></p> <ul style="list-style-type: none"> <li>depictions of the individual during their lifetime</li> <li>interpretations of the individual after their death</li> </ul> <p><b>Selected individual's effect on continuity and change</b></p> <ul style="list-style-type: none"> <li>indicators of continuity and change in the period</li> <li>how and why aspects of society change while other aspects remain unchanged</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> <li>perspectives and interpretations</li> </ul>	<p><b>Representations of Hatshepsut</b></p> <ul style="list-style-type: none"> <li>depictions of Hatshepsut during her lifetime; for example, change in appearance in portraits and statues (represented as a male when Pharaoh)</li> <li>interpretations of Hatshepsut after her death; for example, theories about the defacement of Hatshepsut's monuments and buildings or the reuse of the building materials by other pharaohs</li> </ul> <p><b>Hatshepsut's effect on continuity and change</b></p> <ul style="list-style-type: none"> <li>indicators of continuity and change in the period</li> <li>how and why aspects of society change while other aspects remain unchanged <ul style="list-style-type: none"> <li>what aspects of society did Hatshepsut change (if any)?</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> <li>perspectives and interpretations</li> </ul> <p><b>Task 6: Source analysis (Week 7)</b></p>
8	<b>Elements of the selected individual's society at the start of the period</b>	<b>Elements of Macedonian/Greek society at the start of the period</b>

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> <li>overview of the broader historical context</li> <li>key political, social, religious, cultural, military and economic structures/institutions of the society</li> <li>values, beliefs and traditions that are linked to the society</li> <li>different kinds of power that exist within the society</li> <li>structures and processes of power in the society</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>overview of the broader historical context <ul style="list-style-type: none"> <li>create a timeline showing key events in ancient Macedonian/Greek history</li> <li>mapping exercise: key sites of the Mediterranean</li> </ul> </li> <li>key political, social, religious, cultural, military and economic structures/institutions of Macedonian/Greek society; for example, <ul style="list-style-type: none"> <li>king, aristocracy</li> <li>army</li> <li>agriculture and industry</li> <li>links to the Greek city states</li> </ul> </li> <li>different kinds of power that exist within Macedonian/Greek society</li> <li>structures and processes of power in Macedonian/Greek society</li> <li>values, beliefs and traditions that are linked to Macedonian/Greek society; for example, <ul style="list-style-type: none"> <li>the Olympic Pantheon</li> <li>symposia</li> <li>royal tombs and burial customs</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> </ul>
9–13	<p><b>Selected individual</b></p> <ul style="list-style-type: none"> <li>the background of the selected individual, including: <ul style="list-style-type: none"> <li>family background</li> <li>key events in their lives</li> <li>significant early influences</li> </ul> </li> <li>the career of the selected individual, including: <ul style="list-style-type: none"> <li>change of role or status over time</li> <li>possible motivations for actions</li> <li>methods used to achieve aims</li> <li>relationships with other individuals, groups, structures/institutions; for example, military or religious</li> <li>significant events in their career</li> <li>ways they shaped and/or changed their society</li> <li>the manner and impact of their death</li> </ul> </li> <li>challenges presented by other individuals, groups and structures/institutions</li> <li>motivation and actions of other individuals, groups and structures/institutions, seeking to influence structures of power within the society</li> <li>the legacy of the selected individual, including: <ul style="list-style-type: none"> <li>assessment of their life and career</li> </ul> </li> </ul>	<p><b>Selected individual: Alexander the Great</b></p> <ul style="list-style-type: none"> <li>the background of Alexander the Great, including: <ul style="list-style-type: none"> <li>family background; for example, King Philip II, Olympias</li> <li>key events in his life; for example, made regent for his father 341–340 BC, assassination of King Philip II, Alexander becomes king</li> <li>significant early influences; for example, Olympias, Philip, Leonidas, Aristotle</li> </ul> </li> <li>the career of Alexander the Great, including: <ul style="list-style-type: none"> <li>change of role or status over time, such as, Alexander's rise to power</li> <li>possible motivations for actions</li> <li>methods used to achieve aims, such as, the role of Philip's two generals in gaining the support of the Macedonian army and Alexander's proclamation as king; removal of rivals to the throne; use of army to quell uprisings in Greece and Thrace</li> <li>relationships with other individuals, groups, structures/institutions; for example, military or religious</li> <li>significant events in his career; for example, defeat of Persia, campaigns in India</li> <li>ways that Alexander the Great shaped and/or changed his society; for example, Alexander's adoption of Persian customs; introduction of Persians into the army; establishment of cities that were</li> </ul> </li> </ul>

Week	Syllabus content	Suggested teaching points
13	<ul style="list-style-type: none"> <li>▪ the ways they shaped and/or changed their society</li> <li>▪ their longer-term impact and legacy</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> <li>• perspectives and interpretations</li> </ul>	<p>Macedonian and Greek colonies; introduction of a uniform currency to the empire</p> <ul style="list-style-type: none"> <li>▪ the manner and impact of his death; for example, mysterious death at 32, the break-up of the Empire</li> <li>• challenges presented by other individuals, groups and structures/institutions; for example, Macedonian opposition to the introduction of Persian customs; Cleitus, the Conspiracy of the Pages</li> <li>• motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within Macedonian society</li> <li>• the legacy of Alexander the Great, including:           <ul style="list-style-type: none"> <li>▪ assessment of his life and career</li> <li>▪ the ways he shaped and/or changed his society</li> <li>▪ the longer-term impact and legacy of Alexander the Great; for example, the Macedonian Empire and the Hellenisation of the Near East</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> <li>• perspectives and interpretations</li> </ul> <p><b>Task 7 Part A: Historical inquiry (begin) (Week 9)</b></p> <p><b>Task 7 Part A (submit) (Week 13)</b></p> <p><b>Task 7 Part B: Class presentation of inquiry findings (Week 13)</b></p>
14–16	<p><b>Representations of the key individual</b></p> <ul style="list-style-type: none"> <li>• depictions of the individual during their lifetime</li> <li>• interpretations of the individual after their death</li> </ul> <p><b>Selected individual's effect on continuity and change</b></p> <ul style="list-style-type: none"> <li>• indicators of continuity and change in the period</li> <li>• how and why aspects of society change while other aspects remain unchanged</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> <li>• perspectives and interpretations</li> </ul>	<p><b>Representations of Alexander the Great</b></p> <ul style="list-style-type: none"> <li>• depictions of Alexander the Great during his lifetime</li> <li>• interpretations of Alexander the Great after his death; for example, questions over cause of death</li> </ul> <p><b>Alexander the Great's effect on continuity and change</b></p> <ul style="list-style-type: none"> <li>• indicators of continuity and change in the period</li> <li>• how and why aspects of society change while other aspects remain unchanged           <ul style="list-style-type: none"> <li>▪ what aspects of society did Alexander the Great change (if any)?</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> <li>• perspectives and interpretations</li> </ul> <p><b>Task 8: Explanation (Week 15)</b></p>

## 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 an historical argument
- evaluate the reliability, usefulness and contestability of sources to develop informed judgements that support an historical argument

### Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and 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

## Acknowledgements

Information from: Bradley, P. (1999). *Ancient Egypt: Reconstructing the past* Cambridge, United Kingdom: Cambridge University Press, pp. 279–332.

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