



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

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"> ▪ role and function of the military <ul style="list-style-type: none"> • key economic activities, including: <ul style="list-style-type: none"> ▪ agriculture, such as, grain production (barley, olive plantations, vineyards and orchards), animal husbandry (goats, sheep, pigs, chickens and geese), beekeeping ▪ trade (copper, tin, pottery) ▪ 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) <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources
4–5	<p>Features of the ancient civilisation (as applicable)</p> <ul style="list-style-type: none"> • key values, beliefs and traditions characteristic of the ancient civilisation, for example, origin stories, religious beliefs, funerary customs • key features of the culture of the ancient civilisation, for example, art, music, architecture <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources 	<p>Features of Late Bronze Age Greece</p> <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, such as, Mycenae being founded by Perseus and the walls of Troy being built by Poseidon and Apollo ▪ 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 Late Bronze Age Greece; for example, <ul style="list-style-type: none"> ▪ art (frescoes, jewellery, pottery) ▪ music (lyre, double-flutes) ▪ architecture (palace complex, <i>megaron</i>/central hall and surrounding fortifications, cyclopean walls, 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: Test (Week 5)</p>
6–9	<p>Features of the ancient civilisation (as applicable)</p> <ul style="list-style-type: none"> • key events and developments of the time period <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources 	<p>Features of Late Bronze Age Greece</p> <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)

Week	Syllabus content	Suggested teaching points
		<ul style="list-style-type: none"> 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 <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts analysis and use of sources <p>Task 2: Explanation (Week 8)</p>
10–11	<p>Representations of the ancient civilisation</p> <ul style="list-style-type: none"> representations of the ancient civilisation and the contribution of these to our understanding of the civilisation <p>Historical Skills</p> <ul style="list-style-type: none"> perspectives and interpretations 	<p>Representations of Late Bronze Age Greece and Troy</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: Source analysis (Week 10)</p>
12–16	<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>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 4 Part A: Historical inquiry (begin) (Week 11)</p> <p>Task 4 Part A: (submit) (Week 15)</p> <p>Task 4 Part B: Class presentation of inquiry findings (Week 15–16)</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>Elements of the selected individual's society at the start of the period</p> <ul style="list-style-type: none"> • overview of the broader historical context • key political, social, religious, cultural, military and economic structures/institutions of the society • values, beliefs and traditions that are linked to the society • different kinds of power that exist within the society • structures and processes of power in the society <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts 	<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-Re and the gods ▪ the concept of maat ▪ 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</p> <ul style="list-style-type: none"> • the background of the selected individual, including: <ul style="list-style-type: none"> ▪ family background ▪ key events in their lives ▪ significant early influences • the career of the selected individual, including: <ul style="list-style-type: none"> ▪ change of role or status over time ▪ possible motivations for actions ▪ methods used to achieve aims ▪ relationships with other individuals, groups, structures/institutions; for example, military or religious ▪ significant events in their career ▪ ways they shaped and/or changed their society ▪ the manner and impact of their death 	<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, Queen Ahmose, Tuthmosis II, Tuthmosis III • key events in her life; for example, becoming regent and then 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 King's daughter to King's sister, to God's wife of Amun, to King's Great Wife, to regent, to Pharaoh ▪ possible motivations for actions ▪ 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 ▪ relationships with other individuals, groups, structures/institutions; for example,

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> 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 the selected individual, including: <ul style="list-style-type: none"> assessment of their life and career the ways they shaped and/or changed their society the longer-term impact and legacy <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts analysis and use of sources perspectives and interpretations 	<ul style="list-style-type: none"> military or religious (role of the priesthood of Amun-Re in Hatshepsut's rise to power) <ul style="list-style-type: none"> 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; for example, the relationship and co-regency with Tuthmosis III 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 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: Test (Week 4)</p>
6–7	<p>Representations of the key individual</p> <ul style="list-style-type: none"> depictions of the individual during their lifetime interpretations of the individual after their death <p>Selected individual'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>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 or the reuse of the building materials by other pharaohs <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 <ul style="list-style-type: none"> what aspects of society did Hatshepsut change (if any)? <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: Source analysis (Week 7)</p>
8	<p>Elements of the selected individual's society at the start of the period</p>	<p>Elements of Macedonian/Greek society at the start of the period</p>

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

Week	Syllabus content	Suggested teaching points
	<ul style="list-style-type: none"> ▪ the ways they shaped and/or changed their society ▪ their longer-term impact and legacy <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations 	<p>Macedonian and Greek colonies; introduction of a uniform currency to the empire</p> <ul style="list-style-type: none"> ▪ the manner and impact of his death; for example, mysterious death at 32, the break-up of the Empire <ul style="list-style-type: none"> • 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 • 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 <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations <p>Task 7 Part A: Historical inquiry (begin) (Week 9)</p> <p>Task 7 Part A (submit) (Week 13)</p> <p>Task 7 Part B: Class presentation of inquiry findings (Week 13)</p>
14–16	<p>Representations of the key individual</p> <ul style="list-style-type: none"> • depictions of the individual during their lifetime • interpretations of the individual after their death <p>Selected individual’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>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 <ul style="list-style-type: none"> ▪ what aspects of society did Alexander the Great change (if any)? <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: Explanation (Week 15)</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.

Information from Bury, J. B. & Meiggs, R. (1975). *A History of Greece: To the death of Alexander the Great*. (4th Ed.). New York, USA: Palgrave, pp.4–67 and pp. 414–500.

Information from: Lawless, J. et al. (1997). *Personalities from the past*. Southbank, Victoria: Thomson Nelson, pp. 33–60 and pp. 135–160.

Information from: Lawless, J. et al. (1998). *Societies from the past*. South Melbourne, Victoria: Thomson Nelson, pp. 49–104.

Information from: Hurley, et al. (2008). *Antiquity 1: Past perspectives*. (3rd Ed.). South Melbourne, Victoria: Oxford University Press, pp. 106–125.