



SAMPLE COURSE OUTLINE

ANCIENT HISTORY ATAR YEAR 12

UNIT 3 – ELECTIVE 1: NEW KINGDOM EGYPT TO THE DEATH OF HOREMHEB
UNIT 4 – ELECTIVE 1: THEBES – EAST AND WEST, NEW KINGDOM EGYPT

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Sample course outline

Ancient History – ATAR Year 12

Semester 1 – Unit 3 – People, power and authority

This outline is based on Elective 1: New Kingdom Egypt to the death of Horemheb

Week	Syllabus content
1–2	<p>Part A: Societies</p> <p>Background for the period</p> <ul style="list-style-type: none"> • the historical and geographical context, including an overview of Old and Middle Kingdom developments, the significance of the Second Intermediate Period; Upper and Lower Egypt, the territorial boundaries of Egypt • the nature of power and authority at the beginning of the New Kingdom, including: <ul style="list-style-type: none"> ▪ the social and political structure (role and status of pharaoh/royalty, nobility, scribes, artisans, agricultural workers; the nature and impact of Hyksos rule) ▪ religion (significance of the pharaoh as divine ruler, Son of Re, Lord of the Two Lands, Upholder of Maat; the role and importance of Amun) ▪ the economy and civil administration (importance of the Nile, agriculture and other natural resources; role and status of the vizier) ▪ the bureaucracy (organisation, methods of taxation, commerce and trade) ▪ the military (organisation, role and status) <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts
3–4	<p>Power and authority – change and development</p> <p>17th and 18th dynasty rulers</p> <ul style="list-style-type: none"> • the role of 17th and 18th dynasty rulers (including Seqenenre Tao II, Kamose and Ahmose) and the role of the queens (including Tetisheri, Ahhotep and Ahmose Nefertari) in the expulsion of the Hyksos and the establishment of the 18th dynasty • Sources for this period include the: <ul style="list-style-type: none"> ▪ Story of Apophis and Seqenenre Tao II ▪ three fragments of Kamose’s commemorative stele ▪ the Ahmose Stele ▪ Ahmose’s ceremonial axe and dagger ▪ Ahhotep’s jewellery and decorations of valour ▪ biographies of Ahmose, son of Ebana, and Ahmose Pennekhbet <p>The consolidation of the 18th dynasty</p> <ul style="list-style-type: none"> • the consolidation of the 18th dynasty in relation to the role and growing status of the Amun cult, and the significance of the position of God’s Wife of Amun held by queens and some senior royals, including Ahmose Nefertari, Hatshepsut and her daughter Neferure <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 1: Short answer (Week 4)</p>
5–6	<p>The Pharaonic building programs</p> <ul style="list-style-type: none"> • the religious, political and economic importance of the pharaonic building programs, including the: <ul style="list-style-type: none"> ▪ cult temples of Luxor and Karnak ▪ royal mortuary temples (western Thebes, including the Deir el Bahari temple of Hatshepsut)

Week	Syllabus content
	<ul style="list-style-type: none"> ▪ royal tombs, the palace of Malkata, and the tomb builders' village at Deir el Medina <p>The political and religious significance and purpose of palaces and temples</p> <ul style="list-style-type: none"> • the political and religious significance and purpose of the temples and palaces, including: <ul style="list-style-type: none"> ▪ the state cult of Amun ▪ the ideology of kingship (including titles, regalia and the concept of maat) ▪ the Theban Festivals (including the Opet Festival and the Beautiful Festival of the Valley) <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 2: Essay (Week 6)</p>
7–9	<p>The development and importance of the military</p> <ul style="list-style-type: none"> • the development and importance of the military in the expulsion of the Hyksos and in the expansion and maintenance of the Egyptian empire (including its organisation, composition, weaponry, strategy and tactics); and the evidence provided by the military careers of two key individuals, Ahmose, son of Ebana, and Ahmose Pennekhbet <p>Conquest and expansion</p> <ul style="list-style-type: none"> • conquest and expansion in Nubia and Syria-Palestine, including: <ul style="list-style-type: none"> ▪ the battle and siege of Megiddo under Tuthmosis III (sources include the <i>Annals of Karnak</i>, the Gebal Barkal Stele Inscription and the Amarn Stele from the Temple of Montu) ▪ the iconography of the 'warrior pharaoh', including images of the 'warrior pharaoh' in weapons training and in battle ▪ the nature of Egyptian imperialism under 18th dynasty pharaohs, including Amenhotep I, Tuthmosis I, Tuthmosis II, Hatshepsut, Tuthmosis III, Amenhotep II, Tuthmosis IV, Amenhotep III, Amenhotep IV/Akhenaten, Tutankhamun, Ay and Horemheb <p>The nature of the empire</p> <ul style="list-style-type: none"> • the nature of the empire and its impact on economic development, including the significance of booty, tribute and trade (Hatshepsut's expedition to Punt), building programs, hostage taking, diplomacy and marriage contracts <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 3: Source analysis (Week 9)</p>
10–11	<p>The nature and impact of the Amarna revolution</p> <ul style="list-style-type: none"> • the nature and impact of the Amarna revolution on: <ul style="list-style-type: none"> ▪ art, including the portrayal of the human figure (Akhenaten, Nefertiti, Smenkhkare and the royal daughters and their activities) ▪ religion, including the impact on the god Amun and the <i>Hymn to the Aten</i> ▪ architecture, including the construction of the royal city of Akhetaten and the construction of temples to the Aten ▪ the economy, including the closure of temples <p>The nature and significance of the restoration of Amun</p> <ul style="list-style-type: none"> • the nature and significance of the restoration of Amun and other gods under Tutankhamun, Ay and Horemheb, including the Restoration Stele of Tutankhamun and Horemheb's <i>Edict of Reform</i>

Week	Syllabus content
	<p>The changing nature of Egypt's relations with other powers</p> <ul style="list-style-type: none"> the changing nature of Egypt's relations (including warfare and diplomacy) with other powers, in particular Mitanni and the Hittites, including evidence from the Amarna Letters <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts analysis and use of sources perspectives and interpretations explanation and communication <p>Task 4: Essay (Week 11)</p>
12–14	<p>Part B: Individuals</p> <p>Students investigate the life of one individual from the society they study (Ahmose I, Hatshepsut, Tutmosis III, Amenhotep III, or Akhenaten). Students apply the requisite historical skills described as part of this unit, while investigating the following about the individual:</p> <ul style="list-style-type: none"> the background and rise to prominence of the individual, including: <ul style="list-style-type: none"> family background and status key events in his/her rise to prominence significant influences on early development the career of the individual, including: <ul style="list-style-type: none"> change of role, position, status over time possible motivations for actions methods used to achieve aims relationships with groups and other individuals significant events in the career of the individual manner and impact of death the impact and legacy of the individual, including: <ul style="list-style-type: none"> assessment of their life and career the influence of the individual on their time their longer-term impact and legacy changing perspectives and interpretations of the individual, including: <ul style="list-style-type: none"> depictions of the individual during his/her lifetime judgements of the individual by other individuals and groups during his/her lifetime interpretations of the individual after his/her death (in writings, images, films) <p>Historical Skills</p> <ul style="list-style-type: none"> chronology, terms and concepts historical questions and research analysis and use of sources perspectives and interpretations explanation and communication <p>Task 5 Part A: Historical inquiry (begin Week 12) Task 5 Part A (submit Week 14) Task 5 Part B: Historical inquiry validation essay (Week 14) Revision (Week 14)</p>
15	Task 6: Semester 1 Examination

Semester 2 – Unit 4 – Reconstructing the ancient world

This outline is based on Elective 1: Thebes – East and West, New Kingdom Egypt

Week	Syllabus content
1–2	<p>Students study Thebes (East and West) in the period of the New Kingdom, with particular reference to the remains at the sites listed in the syllabus for the unit, and other relevant sources.</p> <p>The following needs to be developed at the appropriate points in the unit:</p> <p>The limitations, reliability and evaluation of the sources</p> <ul style="list-style-type: none"> • the usefulness and reliability of the portrayal of the pharaoh and royal family in reliefs and inscriptions, including Tutankhamun and the Amarna royal family • difficulties of interpretation of evidence owing to additions and re-use by successive pharaohs, including damage to or removal of reliefs and inscriptions caused by environmental factors (including rising water table, salt, or exposure to elements) or human agency (including defacement, reuse or hiding of materials) • the significance of writing and literature as sources of evidence for the period, including inscriptions on cult and mortuary temples, obelisks, shrines, statues, stelae, papyri, and other artefacts <p>The geographic and historical context</p> <ul style="list-style-type: none"> • the location, main features and layout of Thebes, including its origins, the significance of the Nile, and the division between the East and West Bank • the nature and extent of the Egyptian ‘empire’ in Nubia and Syria-Palestine in the period <p>The nature and range of sources for the period and identification of key issues related to the investigation of the sources</p> <ul style="list-style-type: none"> • the discoveries and influence of early adventurers and explorers, including Napoleon Bonaparte’s scientific expedition to Egypt, and Giovanni Battista Belzoni’s removal of artefacts • the key archaeological and written sources for the period, including: <ul style="list-style-type: none"> ▪ the cult temples of Karnak and Luxor ▪ the mortuary temples (Deir el Bahari, Medinet Habu and the Ramesseum) ▪ tombs of kings (KV35 Amenhotep II, KV62 Tutankhamun, KV17 Seti I, KV9 Rameses VI); tomb of Queen Nefertari (QV66 Nefertari); and tombs of nobles (TT100 Rekhmire, TT69 Menna, TT55 Ramose) ▪ the Palace of Malkata ▪ obelisks, shrines, statues, reliefs, papyri, inscriptions, and ostraca • the nature of the Theban excavations and the use of scientific methods, and the contributions of significant archaeologists and institutions, including Flinders Petrie, the French-Egyptian Centre for the Study of the Temples of Karnak, the New York Metropolitan Museum of Art, the Polish Mission of Deir el-Bahari, the German Archaeological Institute, and the Macquarie Theban Tombs Project • the effectiveness of the protection and conservation of the Theban sites, including the contribution of the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the Macquarie Theban Tombs Project, and the Polish Mission at Deir el-Bahari <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations
3–5	<p>The historical period</p> <ul style="list-style-type: none"> • the development of the East Bank of Thebes, including evidence provided by the temples of Karnak and Luxor, obelisks, shrines, statues, stelae, papyri, inscriptions, paintings and other artefacts • the development of the West Bank of Thebes, including the Valleys of the Kings and Queens, tombs of the elite (the officials and nobles), tomb paintings and reliefs, mortuary temples, the Palace of Malkata, and the workers’ village of Deir el Medina

Week	Syllabus content
	<p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 7: Source analysis (Week 3)</p>
6–8	<p>Nature and significance of beliefs in the afterlife and funerary practices</p> <ul style="list-style-type: none"> • the nature and significance of afterlife beliefs and practices of royalty and non-royalty, including evidence from burials, tomb decoration, mummification, and the major books of the afterlife, including the <i>Book of the Dead</i>, the <i>Am Duat</i>, the <i>Book of Gates</i>, the <i>Book of Caverns</i>, the <i>Book of Heavens</i> and the <i>Book of Earth</i> • the desecration of tombs and temples and the attempts to save them, including the notable exception of Tutankhamun and his tomb • the significance of the strikes by the Deir el Medina workers <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 8: Essay (Week 6)</p>
9–10	<p>Significant cultural beliefs and practices as revealed through Theban sources</p> <ul style="list-style-type: none"> • the significant cultural beliefs and practices of Egyptian society as revealed through Theban sources, including Deir el Medina • the evidence provided by human remains and other sources about royal lineage and the health of New Kingdom Egyptians in this period, including Tutankhamun and the Amarna royal family (Akhenaten, Nefertiti, Smenkhkare, Ankhesenamun and the princesses) <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations • explanation and communication <p>Task 9: Short answer (Week 9)</p>
11–14	<p>Changing interpretations of the sources over time and their contributions to an understanding of the period</p> <ul style="list-style-type: none"> • research and recording work, including the Epigraphic Survey of the Oriental Institute of Chicago, the Theban Mapping Project, the further excavations of KV5 (Kent Weeks), and the discovery of KV63 (Otto Schaden) • the contribution of Italian fresco conservators to the conservation and restoration of the Theban tomb paintings, including those in the tomb of Queen Nefertari • the contribution of new scientific methodologies, including DNA analysis, radio-carbon dating, dendrochronology, thermoluminescence, proton magnetometer and x-rays to understanding sites, material culture and human remains, including Tutankhamun, his tomb and its contents, and the relationships of the Amarna royal family • the contribution of scholars and contemporary Egyptian and international historians, including Champollion's decipherment of hieroglyphs, and the work of Thomas Young, Lepsius, Wilkinson, Gardiner, and Černý to understanding Egyptian language, history and material culture <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • historical questions and research • analysis and use of sources • perspectives and interpretations • explanation and communication

Week	Syllabus content
	Task 10 Part A: Historical inquiry (begin Week 12) Task 10 Part A (submit Week 14) Task 10 Part B: Historical inquiry validation essay (Week 14) Revision (Week 14)
15	Task 11: Semester 2 Examination

Historical Skills

The following skills will be developed during the year.

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