



SAMPLE COURSE OUTLINE

ANCIENT HISTORY
GENERAL YEAR 12

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Sample course outline

Ancient History – General Year 12

Semester 1 – Unit 3 – Societies and change

This unit is based on the elective: Rome, the Late Republic to the Lex Manilia c. 133–66 BC

Week	Key teaching points
1–2	<p>Elements of Roman society at the start of the period</p> <ul style="list-style-type: none"> • broad overview of the historical context for the ancient society: <ul style="list-style-type: none"> ▪ timeline showing key dates for Republican Rome (264–66 BC) • the geographic location, including the nature of the environment and its influence on the ancient Roman civilisation: <ul style="list-style-type: none"> ▪ mapping exercise: key sites of Italy and the Mediterranean region • written and archaeological sources available for the period • key political features and structures of Late Republican Rome, including: <ul style="list-style-type: none"> ▪ the Republic/<i>Senatus Populusque Romanus (SPQR)</i> ▪ Senate, People’s Assemblies, tribunate, consuls and magistrates • key social and cultural features, structures and practices of Roman society, including: <ul style="list-style-type: none"> ▪ nobles, equestrians, slaves, freedmen, <i>socii</i> (allied tribes of Italy) ▪ patron-client relationship and family structures (<i>paterfamilias</i>) • individuals and groups who hold power and those who do not • key religious features and practices, including: <ul style="list-style-type: none"> ▪ omens, oracles, religious festivals, triumphs and games • key military features and structures, including: <ul style="list-style-type: none"> ▪ legions, centurions, legates and generals ▪ weaponry and tactics • key economic features and structures, including: <ul style="list-style-type: none"> ▪ agriculture, land tenure system, trade, slavery, provinces and taxation • values, beliefs and traditions that have evolved and/or become integral to the society, including: <ul style="list-style-type: none"> ▪ <i>mos maiorum, dignitas, libertas, fides, paterfamilias</i> <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • historical questions and research • analysis and use of sources <p>Task 1 Part A: Historical inquiry (begin)</p>
3–5	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • key people, ideas and/or events and their influence on Roman society • the role of people, ideas and events as forces for change in Late Republican Rome • examples of change in the period (political, social, religious, cultural, military and/or economic) • examples of continuity in the period (political, social, religious, cultural, military and/or economic) • methods and strategies used by leaders, individuals and/or groups seeking change • leaders, individuals and/or groups that supported change and their reasons (motives) for doing so • leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • short-term and long-term effects of change in the period • evidence and impact of change on the lives of individuals and/or groups • short-term and long-term effects of continuity in the period

Week	Key teaching points
	<p>Key teaching points</p> <ul style="list-style-type: none"> • Tiberius and Gaius Gracchus (133–121 BC) <ul style="list-style-type: none"> ▪ the problems confronting Rome in 133 BC; reasons for the reforms of Tiberius and Gaius Gracchus; the traditional roles and powers of the tribunate ▪ Tiberius Gracchus and the <i>lex agraria</i>; the reforms of Gaius Gracchus; the methods used by the Gracchi; the Senate’s reaction ▪ role of <i>Optimates</i> and <i>Populares</i>; the use of the tribunate; the use of <i>senatus consultum ultimum</i> (final decree of the senate) ▪ impact of the Gracchi’s reforms; and the challenge to the Senate and the Roman Republic <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations <p>Task 2: Explanation</p>
6–8	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • key people, ideas and/or events and their influence on Roman society • the role of people, ideas and events as forces for change in Late Republican Rome • examples of change in the period (political, social, religious, cultural, military and/or economic) • examples of continuity in the period (political, social, religious, cultural, military and/or economic) • methods and strategies used by leaders, individuals and/or groups seeking change • leaders, individuals and/or groups that supported change and their reasons (motives) for doing so • leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • short-term and long-term effects of change in the period • evidence and impact of change on the lives of individuals and/or groups • short-term and long-term effects of continuity in the period <p>Key teaching points</p> <ul style="list-style-type: none"> • Career of Gaius Marius (133–87 BC) and extraordinary commands up to 66 BC <ul style="list-style-type: none"> ▪ Marius’ background; First consulship and the reasons for this consulship ▪ Marius’ reforms to the Roman army; implications and consequences of the emergence of a new professional army ▪ successive consulships and reasons for these consulships ▪ relationship between generals and tribunes; role of tribunes in Marius’ career ▪ concept of extraordinary commands; types of extraordinary commands; examples of extraordinary commands up to 66 BC ▪ role of tribunate; extent of support for extraordinary commands; importance of army and extraordinary commands to politics and foreign policy <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 interpretation • explanation and communication <p>Task 1 Part B: In-class validation extended answer</p> <p>Task 1 Part A: (submit)</p> <p>Task 3: Source analysis</p>

Week	Key teaching points
9–11	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • key people, ideas and/or events and their influence on Roman society • the role of people, ideas and events as forces for change in Late Republican Rome • examples of change in the period (political, social, religious, cultural, military and/or economic) • examples of continuity in the period (political, social, religious, cultural, military and/or economic) • methods and strategies used by leaders, individuals and/or groups seeking change • leaders, individuals and/or groups that supported change and their reasons (motives) for doing so • leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • short-term and long-term effects of change in the period • evidence and impact of change on the lives of individuals and/or groups • short-term and long-term effects of continuity in the period <p>Key teaching points</p> <ul style="list-style-type: none"> • Career of Sulla (90–78 BC) <ul style="list-style-type: none"> ▪ Sulla’s background; transfer of Mithridatic command to Marius by the tribunate ▪ Sulla’s first march on Rome; Sulla in the East and the events in Rome ▪ Sulla’s second march on Rome; the proscriptions; Sulla’s dictatorship; increasing use of violence in politics ▪ Sulla’s reform program; effects of reforms ▪ Sulla’s resignation and death ▪ failure of the Sullan ‘Restoration’: discontented classes; Sulla’s own example; inadequacies of reforms themselves <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations
13	<p>Task 4: Externally set task</p>
13–15	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • key people, ideas and/or events and their influence on Roman society • the role of people, ideas and events as forces for change in Late Republican Rome • examples of change in the period (political, social, religious, cultural, military and/or economic) • examples of continuity in the period (political, social, religious, cultural, military and/or economic) • methods and strategies used by leaders, individuals and/or groups seeking change • leaders, individuals and/or groups that supported change and their reasons (motives) for doing so • leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • short-term and long-term effects of change in the period • evidence and impact of change on the lives of individuals and/or groups • short-term and long-term effects of continuity in the period <p>Key teaching points</p> <ul style="list-style-type: none"> • Early career of Pompey to 66 BC <ul style="list-style-type: none"> ▪ careers of Lepidus, Sertorius and Spartacus; the crises facing Rome in the 70s BC; inability of Senate to deal with crises ▪ steps in Pompey’s rise to power; Consulships of 70 BC (Pompey and Crassus) ▪ problem of piracy; <i>lex Gabinia</i> and the reasons for its creation; Pompey’s actions against pirates ▪ Lucullus’ command against Mithridates; <i>lex Manilia</i> and the reasons for its creation ▪ role of tribunes in Pompey’s rise; increasing importance of Roman Generals; continuing struggle between Optimates and Populares

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 5: Test</p>

Semester 2 – Unit 4 – Confrontation and resolution

This unit is based on the elective: Rome, from Pompey’s Eastern Command to the First Settlement of Augustus 66–27 BC

Week	Key teaching points
1	<p>Elements of Roman society at the start of the period</p> <ul style="list-style-type: none"> • broad overview of the historical context for the ancient society <ul style="list-style-type: none"> ▪ timeline showing key dates for Late Republican Rome (66–27 BC) • written and archaeological sources available for the period • key political, social, religious, cultural, military and economic structures of the society at the start of the period • values, beliefs and traditions that were integral to the society and how these were challenged • individuals and groups who hold power and those who do not <p>Key teaching points</p> <ul style="list-style-type: none"> • review historical knowledge and understandings of Unit 3 <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts
2–3	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) • people, ideas and/or events that contributed to confrontation in Late Republican Rome • people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome • means by which individuals and/or groups have gained power • methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)</p> <ul style="list-style-type: none"> • short-term and long-term effects of confrontation for continuity and change • short-term and long-term effects of resolution of conflict for continuity and change <p>Key teaching points</p> <ul style="list-style-type: none"> • Pompey’s Eastern Command 66–63 BC and Rome in Pompey’s absence <ul style="list-style-type: none"> ▪ Pompey’s military campaigns in the East; Pompey’s creation of new provinces and client kingdoms in the East ▪ benefits of Eastern Settlement (Rome, Provinces and Pompey) ▪ intrigues of Crassus; emergence of Caesar ▪ emergence of Cicero and consulship of 63 BC <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</p>
4–5	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) • people, ideas and/or events that contributed to confrontation in Late Republican Rome • people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome • means by which individuals and/or groups have gained power • methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)</p> <ul style="list-style-type: none"> • short-term and long-term effects of confrontation for continuity and change • short-term and long-term effects of resolution of conflict for continuity and change <p>Key teaching points</p> <ul style="list-style-type: none"> • The Catiline Conspiracy <ul style="list-style-type: none"> ▪ background to the Catiline Conspiracy (political, military, economic and social problems; Senate’s failure; Catiline’s attempts to gain support)

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ key events of the Catiline Conspiracy ▪ Catiline’s aims and role in the Conspiracy ▪ role of Crassus; the use of violence ▪ Cicero’s reaction; use of <i>senatus consultum ultimum</i> (emergency decree of the Senate to save the state) ▪ importance of the Conspiracy to Cicero ▪ different perspectives of the Conspiracy and Cicero’s role <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations
6–8	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) • people, ideas and/or events that contributed to confrontation in Late Republican Rome • people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome • means by which individuals and/or groups have gained power • methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)</p> <ul style="list-style-type: none"> • short-term and long-term effects of confrontation for continuity and change • short-term and long-term effects of resolution of conflict for continuity and change <p>Key teaching points</p> <ul style="list-style-type: none"> • The First Triumvirate <ul style="list-style-type: none"> ▪ reasons for the alienation of Pompey, Crassus and Caesar; concept of ‘the First Triumvirate’; aims of Triumvirs ▪ main features of Caesar’s consulship; role of Clodius during Caesar’s consulship ▪ reasons for, and significance of, Cicero’s exile ▪ events leading to the Conference of Luca and the results; the relative positions of the Triumvirs after the Conference of Luca ▪ main features of Caesar’s Gallic Command; significance of Caesar’s conquest of Gaul ▪ reasons for the breakdown of the First Triumvirate <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 <p>Task 7: Explanation</p> <p>Task 8 Part A: Historical inquiry (begin)</p>
9–11	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) • people, ideas and/or events that contributed to confrontation in Late Republican Rome • people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome • means by which individuals and/or groups have gained power • methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)</p> <ul style="list-style-type: none"> • short-term and long-term effects of confrontation for continuity and change • short-term and long-term effects of resolution of conflict for continuity and change <p>Key teaching points</p> <ul style="list-style-type: none"> • The Civil War of 49 BC and Caesar’s dictatorship and death <ul style="list-style-type: none"> ▪ events leading to the outbreak of the Civil War; responsibility for the Civil War (Senate, Pompey and Caesar) ▪ relative strengths of the two sides; key events of Civil War; strategies of Pompey and Caesar

Week	Key teaching points
	<ul style="list-style-type: none"> ▪ reasons for Caesar’s victory; consequences of Civil War for the Roman State ▪ sequence of offices held by Caesar; reforms of Caesar; aims of reforms; effectiveness of reforms ▪ events leading to Caesar’s assassination; possible reasons for assassination; Plutarch’s theory; Suetonius’ account of Caesar’s assassination ▪ extent to which Caesar could have solved Rome’s problems if he had not been assassinated ▪ short-term and long-term consequences of Caesar’s assassination <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 8 Part B: In-class validation extended answer</p> <p>Task 8 Part A: (submit)</p>
12–14	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) • people, ideas and/or events that contributed to confrontation in Late Republican Rome • people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome • means by which individuals and/or groups have gained power • methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)</p> <ul style="list-style-type: none"> • short-term and long-term effects of confrontation for continuity and change • short-term and long-term effects of resolution of conflict for continuity and change <p>Key teaching points</p> <ul style="list-style-type: none"> • Antony, Octavian and the Second Triumvirate <ul style="list-style-type: none"> ▪ Antony’s background and career to 44 BC; position of Antony after Caesar’s assassination; aims of Cicero’s Philippics ▪ Lepidus’ background; Octavian’s background ▪ reasons for the formation of the Second Triumvirate; role of client armies ▪ actions of Second Triumvirate leading up to the Battle of Philippi ▪ Octavian’s activities in the West; Antony’s activities in the East ▪ positions of Octavian and Antony before Actium ▪ key factors in the demise of the Second Triumvirate; reasons for Octavian’s success and Antony’s failure ▪ short-term and long-term consequences of failure of Second Triumvirate <p>Historical Skills</p> <ul style="list-style-type: none"> • chronology, terms and concepts • analysis and use of sources • perspectives and interpretations <p>Task 9: Test</p>
15	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • causes of confrontation in Late Republican Rome, 66–27 BC (internal and external forces) • people, ideas and/or events that contributed to confrontation in Late Republican Rome • people, ideas and/or events that contributed to resolution of conflict in Late Republican Rome • means by which individuals and/or groups have gained power • methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)</p> <ul style="list-style-type: none"> • short-term and long-term effects of confrontation for continuity and change • short-term and long-term effects of resolution of conflict for continuity and change

Week	Key teaching points
	<p>Key teaching points</p> <ul style="list-style-type: none">• The emergence of Augustus in 27 BC<ul style="list-style-type: none">▪ Octavian's return to Rome in 29 BC; Octavian's constitutional position after the Battle of Actium▪ First Settlement of 27 BC and the constitutional position of Augustus; brief overview of the <i>Res Gestae Divi Augusti</i> <p>Historical Skills</p> <ul style="list-style-type: none">• chronology, terms and concepts• analysis and use of sources• perspectives and interpretations