**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 | **The development of historical skills is intrinsic to the teaching of this unit. This content follows this pair of outlines.**  **Chronological and geographical context of the ancient civilisation**   * 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   **Historical Skills**   * chronology, terms and concepts | **Chronological and geographical context of the ancient civilisation**   * create a timeline showing key dates for ancient Greece and Troy * mapping exercise: key sites of Greece, the Mediterranean and the Aegean coastline   **Historical Skills**   * chronology, terms and concepts |
| 2–3 | **Features of the ancient civilisation** (as applicable)   * key social structures of the ancient civilisation, including: * 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: * political organisation, for example, monarchy, tyranny, aristocracy/oligarchy, republic * legal structures * key military structures of the ancient civilisation, including: * military organisation, weaponry, tactics * role and function of the military * key economic activities, for example, agriculture, trade, commerce, industry   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources | **Features of Late Bronze Age Greece**   * key social structures of Late Bronze Age Greece, including: * the main social hierarchies; for example, * *Wanax/*king, *Lawagetas*/war leader, local lords and *Hequetai*/warrior aristocracy * *Telestai*/large landholders * merchants and skilled workmen (smiths, jewellers and metalworkers, chariot-makers, potters, shepherds, beekeepers and farmers) * *Damos*/people of the district (plot-holders, owners of commercial land, labourers) * 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: * political organisation; for example, *Wanax*/king*, Lawagetas*/war leader, *hequetai*/ military elite, *Koreter*/Governor of a district * legal structures; for example, role of the *Wanax*/king * key military structures of Late Bronze Age Greece, including: * military organisation, weaponry, such as, axes, swords, daggers, javelins, slings; shields, helmets and armour; tactics, such as, use of chariots and ships * role and function of the military * key economic activities, including: * 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)   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources |
| 4–5 | **Features of the ancient civilisation** (as applicable)   * 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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources | **Features of Late Bronze Age Greece**   * key values, beliefs and traditions characteristic of Late Bronze Age Greece; for example, * 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, * art (frescoes, jewellery, pottery) * music (lyre, double-flutes) * architecture (palace complex, *megaron*/central hall and surrounding fortifications, cyclopean walls, granaries, military barracks)   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources   **Task 1: Test (Week 5)** |
| 6–9 | **Features of the ancient civilisation** (as applicable)   * key events and developments of the time period   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources | **Features of Late Bronze Age Greece**   * key events and developments of the time period, including: * timeline for Late Bronze Age Greece and the major Mycenaean centres * Mycenaean decline (natural disasters, collapse of economic systems, invasion and/or migration, new types of warfare) * the destruction of Troy (archaeological evidence from Mycenae and Troy, Hittite records) * key people of Late Bronze Age Greece and Troy, including mythic figures, such as, Agamemnon, Helen of Troy and the heroes of the Trojan War   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources   **Task 2: Explanation (Week 8)** |
| 10–11 | **Representations of the ancient civilisation**   * representations of the ancient civilisation and the contribution of these to our understanding of the civilisation   **Historical Skills**   * perspectives and interpretations | **Representations of Late Bronze Age Greece and Troy**   * representations of Late Bronze Age Greece and Troy and the contribution of these to our understanding of the civilisation; for example, * Mycenaean civilisation and the archaeological evidence * the destruction of Troy and the ‘Trojan War’ (Homer’s *Iliad*)   **Historical Skills**   * perspectives and interpretations   **Task 3: Source analysis (Week 10)** |
| 12–16 | **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   **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 | **Investigation of an ancient civilisation or culture**   * investigate one of the other ancient civilisations or cultures listed in the syllabus, employing an historical inquiry process and Historical Skills, including:   **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   **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   **Task 4 Part A: Historical inquiry (begin) (Week 11)**  **Task 4 Part A: (submit) (Week 15)**  **Task 4 Part B: Class presentation of inquiry findings (Week 15–16)** |

**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 | **Elements of the selected individual’s society at the start of the period**   * 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   **Historical Skills**   * chronology, terms and concepts | **Elements of Egyptian society at the start of the New Kingdom**   * overview of the broader historical context: * 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, * 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, * 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   **Historical Skills**   * chronology, terms and concepts |
| 2–5 | **Selected individual**   * the background of the selected individual, including: * family background * key events in their lives * significant early influences * the career of the selected individual, including: * 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 the other individuals, groups and structures/institutions, seeking to influence structures of power within the society * the legacy of the selected individual, including: * assessment of their life and career * the ways they shaped and/or changed their society * the longer-term impact and legacy   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | **Selected individual: Hatshepsut**   * the background of Hatshepsut, including: * 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: * 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, military or religious (role of the priesthood of Amun-Re in Hatshepsut’s rise to power) * significant events in the career of Hatshepsut; for example, the Expedition to Punt, the building program * ways Hatshepsut shaped and/or changed her society * the manner and impact of the death of Hatshepsut * challenges presented by other individuals, groups and structures/institutions; 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: * assessment of her life and career * the ways she shaped and/or changed her society * the longer-term impact and legacy of Hatshepsut   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations   **Task 5: Test (Week 4)** |
| 6–7 | **Representations of the key individual**   * depictions of the individual during their lifetime * interpretations of the individual after their death   **Selected individual’s effect on continuity and change**   * indicators of continuity and change in the period * how and why aspects of society change while other aspects remain unchanged   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | **Representations of Hatshepsut**   * 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   **Hatshepsut’s effect on continuity and change**   * indicators of continuity and change in the period * how and why aspects of society change while other aspects remain unchanged * what aspects of society did Hatshepsut change (if any)?   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations   **Task 6: Source analysis (Week 7)** |
| 8 | **Elements of the selected individual’s society at the start of the period**   * 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   **Historical Skills**   * chronology, terms and concepts | **Elements of Macedonian/Greek society at the start of the period**   * overview of the broader historical context * 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, * 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, * the Olympic Pantheon * symposia * royal tombs and burial customs   **Historical Skills**   * chronology, terms and concepts |
| 9–13 | **Selected individual**   * the background of the selected individual, including: * family background * key events in their lives * significant early influences * the career of the selected individual, including: * 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: * assessment of their life and career * the ways they shaped and/or changed their society * their longer-term impact and legacy   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | **Selected individual: Alexander the Great**   * the background of Alexander the Great, including: * 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: * 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 Macedonian and Greek colonies; introduction of a uniform currency to the empire * the manner and impact of his death; for example, mysterious death at 32, the break-up of the Empire * 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: * 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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations   **Task 7 Part A: Historical inquiry (begin) (Week 9)**  **Task 7 Part A (submit) (Week 13)**  **Task 7 Part B: Class presentation of inquiry findings (Week 13)** |
| 14–16 | **Representations of the key individual**   * depictions of the individual during their lifetime * interpretations of the individual after their death   **Selected individual’s effect on continuity and change**   * indicators of continuity and change in the period * how and why aspects of society change while other aspects remain unchanged   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | **Representations of Alexander the Great**   * depictions of Alexander the Great during his lifetime * interpretations of Alexander the Great after his death; for example, questions over cause of death   **Alexander the Great’s effect on continuity and change**   * indicators of continuity and change in the period * how and why aspects of society change while other aspects remain unchanged * what aspects of society did Alexander the Great change (if any)?   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations   **Task 8: Explanation (Week 15)** |

**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

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Information from: Bradley, P. (1999). *Ancient Egypt: Reconstructing the past*

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