**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 withTuthmosis 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 ofAmun-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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