**Sample Course Outline**

Ancient History

General Year 12

**Copyright**

© School Curriculum and Standards Authority, 2015

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](http://creativecommons.org/licenses/by-nc/3.0/au/)

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

# 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 | **Elements of Roman society at the start of the period*** broad overview of the historical context for the ancient society:
* 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:
* 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:
* the Republic/*Senatus Populusque Romanus* (*SPQR*)
* Senate, People’s Assemblies, tribunate, consuls and magistrates
* key social and cultural features, structures and practices of Roman society, including:
* nobles, equestrians, slaves, freedmen, *socii* (allied tribes of Italy)
* patron-client relationship and family structures (*paterfamilias*)
* individuals and groups who hold power and those who do not
* key religious features and practices, including:
* omens, oracles, religious festivals, triumphs and games
* key military features and structures, including:
* legions, centurions, legates and generals
* weaponry and tactics
* key economic features and structures, including:
* agriculture, land tenure system, trade, slavery, provinces and taxation
* values, beliefs and traditions that have evolved and/or become integral to the society, including:
* *mos maiorum*, *dignitas*, *libertas*, *fides, paterfamilias*

**Historical Skills*** chronology, terms and concepts
* historical questions and research
* analysis and use of sources

**Task 1 Part A: Historical inquiry (begin)** |
| 3–5 | **Key people, ideas and events of the period*** 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

**Effects of continuity and change in the period*** 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
 |
|  | **Key teaching points*** **Tiberius and Gaius Gracchus (133–121 BC)**
* 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 *lex agraria*; the reforms of Gaius Gracchus; the methods used by the Gracchi; the Senate’s reaction
* role of *Optimates* and *Populares*; the use of the tribunate; the use of *senatus consultum ultimum* (final decree of the senate)
* impact of the Gracchi’s reforms; and the challenge to the Senate and the Roman Republic

**Historical Skills*** chronology, terms and concepts
* analysis and use of sources
* perspectives and interpretations

**Task 2: Explanation** |
| 6–8 | **Key people, ideas and events of the period*** 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

**Effects of continuity and change in the period*** 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

**Key teaching points*** **Career of Gaius Marius (133–87 BC) and extraordinary commands up to 66 BC**
* 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

**Historical Skills*** chronology, terms and concepts
* historical questions and research
* analysis and use of sources
* perspectives and interpretation
* explanation and communication

**Task 1 Part B: In-class validation extended answer****Task 1 Part A: (submit)****Task 3: Source analysis** |
| 9–11 | **Key people, ideas and events of the period*** 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

**Effects of continuity and change in the period*** 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

**Key teaching points*** **Career of Sulla (90–78 BC)**
* 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

**Historical Skills*** chronology, terms and concepts
* analysis and use of sources
* perspectives and interpretations
 |
| 13 | **Task 4: Externally set task** |
| 13–15 | **Key people, ideas and events of the period*** 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

**Effects of continuity and change in the period*** 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

**Key teaching points*** **Early career of Pompey to 66 BC**
* 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; *lex Gabinia* and the reasons for its creation; Pompey’s actions against pirates
* Lucullus’ command against Mirthridates; *lex Manilia* and the reasons for its creation
* role of tribunes in Pompey’s rise; increasing importance of Roman Generals; continuing struggle between Optimates and Populares
 |
|  | **Historical Skills*** chronology, terms and concepts
* analysis and use of sources
* perspectives and interpretations

**Task 5: Test** |

## 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 | **Elements of Roman society at the start of the period*** broad overview of the historical context for the ancient society
* 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

**Key teaching points*** review historical knowledge and understandings of Unit 3

**Historical Skills*** chronology, terms and concepts
 |
| 2–3 | **Key people, ideas and events of the period*** 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

**Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)*** 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

**Key teaching points*** **Pompey’s Eastern Command 66–63 BC and Rome in Pompey’s absence**
* 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

**Historical Skills*** chronology, terms and concepts
* analysis and use of sources
* perspectives and interpretations

**Task 6: Source analysis** |
| 4–5 | **Key people, ideas and events of the period*** 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

**Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)*** 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

**Key teaching points*** **The Catiline Conspiracy**
* background to the Catiline Conspiracy (political, military, economic and social problems; Senate’s failure; Catiline’s attempts to gain support)
 |
|  | * 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 *senatus consultum ultimum* (emergency decree of the Senate to save the state)
* importance of the Conspiracy to Cicero
* different perspectives of the Conspiracy and Cicero’s role

**Historical Skills*** chronology, terms and concepts
* analysis and use of sources
* perspectives and interpretations
 |
| 6–8 | **Key people, ideas and events of the period*** 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

**Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)*** 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

**Key teaching points*** **The First Triumvirate**
* 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

**Historical Skills*** chronology, terms and concepts
* historical questions and research
* analysis and use of sources
* perspectives and interpretations

**Task 7: Explanation****Task 8 Part A: Historical inquiry (begin)** |
| 9–11 | **Key people, ideas and events of the period*** 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

**Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)*** 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

**Key teaching points*** **The Civil War of 49 BC and Caesar’s dictatorship and death**
* 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
 |
|  | * 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

**Historical Skills*** chronology, terms and concepts
* historical questions and research
* analysis and use of sources
* perspectives and interpretations
* explanation and communication

**Task 8 Part B: In-class validation extended answer****Task 8 Part A: (submit)** |
| 12–14 | **Key people, ideas and events of the period*** 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

**Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)*** 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

**Key teaching points*** **Antony, Octavian and the Second Triumvirate**
* 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

**Historical Skills*** chronology, terms and concepts
* analysis and use of sources
* perspectives and interpretations

**Task 9: Test** |
| 15 | **Key people, ideas and events of the period*** 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

**Effects of confrontation and resolution for continuity and change in Late Republican Rome (66–27 BC)*** 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
 |
|  | **Key teaching points*** **The emergence of Augustus in 27 BC**
* 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 *Res Gestae Divi Augusti*

**Historical Skills*** chronology, terms and concepts
* analysis and use of sources
* perspectives and interpretations
 |