Sample Course Outline

Ancient History

General Year 12

**Acknowledgement of country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

**Copyright**

© School Curriculum and Standards Authority, 2023

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 (the 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 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 4.0 International licence](https://creativecommons.org/licenses/by/4.0/).

**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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Ancient History – General Year 12

Semester 1 – Unit 3 – Societies and change

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

| **Week** | **Syllabus content** | **Key teaching points** |
| --- | --- | --- |
| 1–2 | The following themes should be considered, where appropriate, throughout the elective: military, political, social, cultural, religious and economic.  **Elements of a society at the start of the period**   * broad overview of the historical context for the ancient society * key political, social, religious, cultural, military and economic structures of the society at the start of the period * values, beliefs and traditions that have evolved and/or become integral to the society * individuals and groups who hold power and those who do not   **Historical Skills**   * chronology, terms and concepts * historical questions and research * analysis and use of sources | * A 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*). * 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*.   **Task 1 Part A: Historical inquiry (begin) (Week 2)** |
| 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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | * 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   + The role of *Optimates* and *Populares*; the use of the tribunate; the use of *senatus consultum ultimum* (SCU,final decree of the senate)   + The impact of the Gracchi reforms; and the challenge to the Senate and the Roman Republic   **Task 2: Explanation (Week 4)** |
| 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  **Historical Skills**   * chronology, terms and concepts * historical questions and research * analysis and use of sources * perspectives and interpretations * explanation and communication | **Unit content**   * 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   + The successive consulships and reasons for these consulships   + The relationship between generals and tribunes; role of tribunes in Marius’ career   + The concept of extraordinary commands; types of extraordinary commands; examples of extraordinary commands up to 66 BC   + The role of tribunate; extent of support for extraordinary commands; importance of army and extraordinary commands to politics and foreign policy   **Task 1 Part A: (submit) (Week 6)**  **Task 1 Part B: In-class validation extended answer (Week 6)**  **Task 3: Source analysis (Week 8)** |
| 9–12 | **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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | * Career of Sulla (90–78 BCE)   + 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   + The failure of the ‘Sullan Restoration’: discontented classes; Sulla’s own example; inadequacies of reforms themselves |
| 13 |  | **Task 4: Externally set task** |
| 14–15 | **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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | * Early career of Pompey to 66 BC   + The careers of Lepidus, Sertorius and Spartacus; the crises facing Rome in the 70s BC; inability of Senate to deal with crises   + The steps in Pompey’s rise to power; consulships of 70 BC (Pompey and Crassus)   + The 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   + The role of tribunes in Pompey’s rise; increasing importance of Roman Generals; continuing struggle between Optimates and Populares   **Task 5: Test (Week 15)** |

Semester 2 – Unit 4 – Confrontation and resolution

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

| **Week** | **Syllabus points** | **Key teaching points** |
| --- | --- | --- |
| 1 | The following themes should be considered, where appropriate, throughout the elective: military, political, social, cultural, religious and economic.  **Elements of a society at the start of the period**   * broad overview of the historical context for the ancient society * 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   **Historical Skills**   * chronology, terms and concepts | * Timeline showing key dates for Late Republican Rome (66–27 BC) * Written and archaeological sources available for the period * Review historical knowledge and understandings of Unit 3 |
| 2–3 | **Key people, ideas and events of the period**   * causes of confrontation in the period, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in the period * people, ideas and/or events that contributed to resolution of conflict in the period * 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 the period  (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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | * 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   **Task 6: Source analysis (Week 3)** |
| 4–5 | **Key people, ideas and events of the period**   * causes of confrontation in the period 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in the period * people, ideas and/or events that contributed to resolution of conflict in the period * 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 the period  (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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | * 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 |
| 6–8 | **Key people, ideas and events of the period**   * causes of confrontation in the period, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in the period * people, ideas and/or events that contributed to resolution of conflict in the period * 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 the period (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   **Historical Skills**   * chronology, terms and concepts * historical questions and research * analysis and use of sources * perspectives and interpretations | * The First Triumvirate   + The reasons for the alienation of Pompey, Crassus and Caesar; concept of ‘the First Triumvirate’; aims of Triumvirs   + The main features of Caesar’s consulship; role of Clodius during Caesar’s consulship   + The reasons for, and significance of, Cicero’s exile   + the events leading to the Conference of Luca and the results; the relative positions of the Triumvirs after the Conference of Luca   + The main features of Caesar’s Gallic Command; significance of Caesar’s conquest of Gaul   + The reasons for the breakdown of the First Triumvirate   **Task 7: Explanation (Week 7)**  **Task 8 Part A: Historical inquiry (begin) (Week 8)** |
| 9–11 | **Key people, ideas and events of the period**   * causes of confrontation in the period, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in the period * people, ideas and/or events that contributed to resolution of conflict in the period * 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 the period  (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   **Historical Skills**   * chronology, terms and concepts * historical questions and research * analysis and use of sources * perspectives and interpretations * explanation and communication | * The Civil War of 49 BC and Caesar’s dictatorship and death   + The events leading to the outbreak of the Civil War; responsibility for the Civil War (Senate, Pompey and Caesar)   + The relative strengths of the two sides; key events of Civil War; strategies of Pompey and Caesar   + The reasons for Caesar’s victory; consequences of Civil War for the Roman State   + The sequence of offices held by Caesar; reforms of Caesar; aims of reforms; effectiveness of reforms   + The events leading to Caesar’s assassination; possible reasons for assassination; Plutarch’s theory; Suetonius’ account of Caesar’s assassination   + The extent to which Caesar could have solved Rome’s problems if he had not been assassinated   + The short-term and long-term consequences of Caesar’s assassination   **Task 8 Part A: (submit) (Week 11)**  **Task 8 Part B: In-class validation extended answer (Week 11)** |
| 12–14 | **Key people, ideas and events of the period**   * causes of confrontation in the period, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in the period * people, ideas and/or events that contributed to resolution of conflict in the period * 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 the period  (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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | * 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 the 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   **Task 9: Test (Week 14)** |
| 15 | **Key people, ideas and events of the period**   * causes of confrontation in the period, 66–27 BC (internal and external forces) * people, ideas and/or events that contributed to confrontation in the period * people, ideas and/or events that contributed to resolution of conflict in the period * 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 the period  (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   **Historical Skills**   * chronology, terms and concepts * analysis and use of sources * perspectives and interpretations | * 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** |
| --- |
| 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 |