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 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
 |