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 unit is based on the elective: Late Bronze Age Greece and Troy c. 1500–c. 1050 BC

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</table>
| 1    | **Ancient civilisations and cultures**  
**Chronological and geographical context of the ancient civilisation**  
- broad overview of the historical context for the ancient civilisation  
  - create a timeline showing key dates for ancient Greece and Troy  
- the geographic location, including the nature of the environment and its influence on the ancient civilisation  
  - 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 Late Bronze Age Greece, including:  
  - the main social hierarchies, for example:  
    - wanax/king, lawagetas/war leader, local lords and hequetai/warrior aristocracy  
    - skilled workmen (smiths, jewellers and metalworkers, chariot-makers, potters, shepherds, beekeepers and farmers)  
  - role and status of women  
  - role and treatment of children  
- key political structures of Late Bronze Age Greece, including:  
  - political organisation, for example, monarchy, tyranny, aristocracy/oligarchy  
  - legal structures  
- key military structures of Late Bronze Age Greece, including:  
  - military organisation, weaponry, tactics, such as use of chariots  
  - role and function of the military  
- key economic activities, including:  
  - agriculture  
  - trade and development of colonies  
  - commerce and industry  
**Historical Skills**  
- chronology, terms and concepts  
- analysis and use of sources |
| 4–5  | **key values, beliefs and traditions characteristic of Late Bronze Age Greece, for example:**  
- origin stories  
- 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 the Late Bronze Age Greece, for example:**  
- art (frescoes, jewellery)  
- architecture (the citadel and surrounding fortifications, cyclopean walls, palace complexes, granaries, military barracks)  
**Historical Skills**  
- chronology, terms and concepts  
- analysis and use of sources |

**Task 1: Week 5: Test**
<table>
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| 6–8  | - 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 Agamemnon and the heroes of the Trojan War  
|      | **Historical Skills**  
|      |  ▪ chronology, terms and concepts  
|      |  ▪ analysis and use of sources  
|      | **Task 2: Week 8: Explanation**  
| 9–10 | Representations of the ancient civilisation  
|      | - 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: Week 10: Source analysis**  
| 11–15| **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 4a: Week 15: Historical Inquiry**  
|      | **Task 4b: Week 15: Class presentation of inquiry findings** |
Sample course outline | Ancient History | General Year 11

Semester 2 – Unit 2 – Power in the ancient world

This unit is based on the electives:
Hatshepsut, Egypt, regnal years c. 1473–c. 1458 BC
Alexander the Great, Macedonia 356–323 BC

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| 1    | **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-Ra and the gods  
|      |   ▪ the concept of ma’at  
|      |   ▪ 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: Hatshepsut**  
|      | • the background of Hatshepsut, including:  
|      |   ▪ family background, for example, Tuthmosis I, Tuthmosis II, Tuthmosis III  
|      |   ▪ key events in her life, for example, becoming Pharaoh  
|      |   ▪ significant early influences  
|      | • the career of Hatshepsut, including:  
|      |   ▪ change of role or status over time, for example, change from regent to Pharaoh  
|      |   ▪ possible motivations for actions  
|      |   ▪ methods used to achieve aims, for example, supporters such as Senemut  
|      |   ▪ relationships with other individuals, groups, structures/institutions; for example, military or religious (role of priesthood in 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  
|      | • motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within the society  
|      | • 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: Week 4: Test**
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<td>6–7</td>
<td><strong>Representations of Hatshepsut</strong>&lt;br&gt;• depictions of Hatshepsut during her lifetime, for example, change in appearance in portraits and statues (represented as a male when Pharaoh)&lt;br&gt;• interpretations of Hatshepsut after her death, for example, theories about the defacement of Hatshepsut’s monuments and buildings&lt;br&gt;<strong>Hatshepsut’s effect on continuity and change</strong>&lt;br&gt;• indicators of continuity and change in the period&lt;br&gt;• how and why aspects of society change while other aspects remain unchanged&lt;br&gt;<strong>Historical Skills</strong>&lt;br&gt;• chronology, terms and concepts&lt;br&gt;• analysis and use of sources&lt;br&gt;• perspectives and interpretations&lt;br&gt;<strong>Task 6: Week 7: Source analysis</strong></td>
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<td>8</td>
<td><strong>Elements of Macedonian/Greek society at the start of the period</strong>&lt;br&gt;• overview of the broader historical context&lt;br&gt;  ▪ create a timeline showing key events in ancient Macedonian/Greek history&lt;br&gt;  ▪ mapping exercise: key sites of the Mediterranean&lt;br&gt;• key political, social, religious, cultural, military and economic structures/institutions of Macedonian, for example:&lt;br&gt;  ▪ king, aristocracy&lt;br&gt;  ▪ army&lt;br&gt;  ▪ agriculture and industry&lt;br&gt;  ▪ links to the Greek city-states&lt;br&gt;• values, beliefs and traditions that are linked to Macedonian society, for example:&lt;br&gt;  ▪ the Olympic Pantheon&lt;br&gt;  ▪ symposia&lt;br&gt;  ▪ royal tombs and burial customs&lt;br&gt;• different kinds of power that exist within Macedonian society&lt;br&gt;• structures and processes of power in Macedonian society&lt;br&gt;<strong>Historical Skills</strong>&lt;br&gt;• chronology, terms and concepts</td>
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<td>9–12</td>
<td><strong>Selected individual: Alexander the Great</strong>&lt;br&gt;• the background of Alexander the Great, including:&lt;br&gt;  ▪ family background, for example, King Philip II, Olympias&lt;br&gt;  ▪ key events in his life, for example, assassination of King Philip II&lt;br&gt;  ▪ significant early influences, for example, Leonidas, Aristotle&lt;br&gt;• the career of Alexander the Great, including:&lt;br&gt;  ▪ change of role or status over time, such as Alexander’s rise to power&lt;br&gt;  ▪ possible motivations for actions&lt;br&gt;  ▪ methods used to achieve aims&lt;br&gt;  ▪ relationships with other individuals, groups, structures/institutions; for example, military or religious&lt;br&gt;  ▪ significant events in his career, for example, defeat of Persia, campaigns in India&lt;br&gt;  ▪ ways that Alexander the Great shaped and/or changed his society, Alexander’s adoption of Persian customs&lt;br&gt;  ▪ the manner and impact of his death, for example, the break-up of the Empire&lt;br&gt;• challenges presented by other individuals, groups and structures/institutions&lt;br&gt;• motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within Macedonian society&lt;br&gt;• the legacy of Alexander the Great, including:&lt;br&gt;  ▪ assessment of his life and career&lt;br&gt;  ▪ the ways he shaped and/or changed his society&lt;br&gt;  ▪ the longer-term impact and legacy of Alexander the Great, for example the Macedonian Empire and the Hellenisation of the Near East</td>
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### Week 13–15

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**Task 7a: Week 12: Historical inquiry**  
**Task 7b: Week 12: Class presentation of inquiry findings**

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<th>Representations of Alexander the Great</th>
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<td>• depictions of Alexander the Great during his lifetime</td>
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<td>• interpretations of Alexander the Great after his death, for example, questions over cause of death</td>
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**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 |

**Historical Skills**

- • chronology, terms and concepts
- • analysis and use of sources
- • perspectives and interpretations

**Task 8: Week 15: Explanation**