



## COURSE OUTLINE

### ANCIENT HISTORY – GENERAL, YEAR 11: 2021

#### UNIT 1: ANCIENT CIVILISATIONS AND CULTURES – ELECTIVE – LATE BRONZE AGE GREECE AND TROY C. 1500-1050 BCE



#### UNIT 2 – POWER IN THE ANCIENT WORLD – ELECTIVES – ALEXANDER THE GREAT, MACEDONIA 356-323BCE AND JULIUS CAESAR, ROME, C.100-44BCE

Term	Week	Syllabus content	Suggested teaching points	WALT & WILF	Assessment & Resources
1	1	<p><b>UNIT 1 – ANCIENT CIVILISATIONS AND CULTURES</b></p> <p><b>ELECTIVE: Late Bronze Age Greece and Troy c.1500 – 1050 BCE</b></p> <p>The development of historical skills is intrinsic to the teaching of this unit. (This content follows this pair of outlines.)</p> <p><b>Chronological and geographical context of the ancient civilisation</b></p> <ul style="list-style-type: none"><li>broad overview of the historical context for the ancient civilisation</li><li>the geographic location, including the nature of the environment and its influence on the ancient civilisation</li></ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"><li>chronology, terms and concepts</li></ul>	<p><b>Chronological and geographical context of the ancient civilisation</b></p> <ul style="list-style-type: none"><li>create a timeline showing key dates for ancient Greece and Troy</li><li>mapping exercise: key sites of Greece, the Mediterranean and the Aegean coastline</li></ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"><li>chronology, terms and concepts</li></ul>	<p><b>WALT</b> (What are we learning to do): Understand concepts of ancient history, and region studying this semester</p> <p><b>WILF</b> (What I am looking for): Completion of timeline and mapping skills to understand Late Bronze Age Greece</p>	<p><b>Resources:</b> PowerPoints Maps Textbooks:</p> <ul style="list-style-type: none"><li>Pamela Bradley – The Ancient World Transformed</li><li>Gae Callender – Minoan &amp; Mycenaean book</li></ul>



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1	2 & 3	<p><b>Features of the ancient civilisation</b> (as applicable)</p> <ul style="list-style-type: none"> <li>key social structures of the ancient civilisation, including: <ul style="list-style-type: none"> <li>the main social hierarchies, for example, elites, workers, slaves, ethnic groups and foreigners</li> <li>role and status of women</li> <li>role and treatment of children</li> </ul> </li> <li>key political structures of the ancient civilisation, including: <ul style="list-style-type: none"> <li>political organisation, for example, monarchy, tyranny, aristocracy/oligarchy, republic</li> <li>legal structures</li> </ul> </li> <li>key military structures of the ancient civilisation, including: <ul style="list-style-type: none"> <li>military organisation, weaponry, tactics</li> <li>role and function of the military</li> </ul> </li> <li>key economic activities, for example, agriculture, trade, commerce, industry</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts analysis and use of sources</li> </ul>	<p><b>Features of Late Bronze Age Greece</b></p> <ul style="list-style-type: none"> <li>key social structures of Late Bronze Age Greece, including: <ul style="list-style-type: none"> <li>the main social hierarchies; for example: <ul style="list-style-type: none"> <li><i>Wanax</i>/king, <i>Lawagetas</i>/war leader, local lords and <i>Hequetai</i>/warrior aristocracy</li> <li><i>Telestai</i>/large landholders</li> <li>merchants and skilled workmen (smiths, jewellers and metalworkers, chariot-makers, potters, shepherds, beekeepers and farmers)</li> <li><i>Damos</i>/people of the district (plot-holders, owners of commercial land, labourers)</li> <li>slaves, ethnic groups and foreigners</li> </ul> </li> <li>role and status of women (priestesses, royal women)</li> <li>role and treatment of children</li> </ul> </li> <li>key political structures of Late Bronze Age, including: <ul style="list-style-type: none"> <li>political organisation; for example, <i>Wanax</i>/king,</li> </ul> </li> </ul>	<p><b>WALT</b> (What are we learning to do): Societal structures of Late Bronze Greece including roles of man, women &amp; children</p> <p><b>WILF</b> (What I am looking for): Beginning to understand sources and roles of different groups in ancient times</p>	<p><b>Resources:</b> PowerPoints Various sources including – written &amp; images Textbooks:</p> <ul style="list-style-type: none"> <li>Pamela Bradley – The Ancient World Transformed</li> <li>Gae Callender – Minoan &amp; Mycenaean book</li> </ul>
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		<p><i>Lawagetas</i>/war leader, <i>hequetai</i>/military elite, <i>Koreter</i>/Governor of a district,</p> <ul style="list-style-type: none"><li>▪ legal structures; for example, role of the <i>Wanax</i>/king</li><li>• key military structures of Late Bronze Age Greece, including:<ul style="list-style-type: none"><li>▪ military organisation, weaponry, such as, axes, swords, daggers, javelins, slings; shields, helmets and armour; tactics, such as, use of chariots and ships</li><li>▪ role and function of the military</li></ul></li><li>• key economic activities, including:<ul style="list-style-type: none"><li>▪ agriculture, such as, grain production (barley, olive plantations, vineyards and orchards), animal husbandry (goats, sheep, pigs, chickens and geese), beekeeping</li><li>▪ trade (copper, tin, pottery)</li><li>▪ commerce and industry such as, pottery; metalwork (armour, weaponry and chariots); gold and silver smiths (jewellery, drinking vessels, decoration on weapons</li></ul></li></ul>		
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			<p>and armour); textile industry (wool, linen, flax for sails)</p> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> </ul>		
1	4 & 5	<p><b>Features of the ancient civilisation</b> (as applicable)</p> <ul style="list-style-type: none"> <li>• key values, beliefs and traditions characteristic of the ancient civilisation, for example, origin stories, religious beliefs, funerary customs</li> <li>• key features of the culture of the ancient civilisation, for example, art, music, architecture</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• chronology, terms and concepts</li> <li>• analysis and use of sources</li> </ul>	<p><b>Features of Late Bronze Age Greece</b></p> <ul style="list-style-type: none"> <li>• key values, beliefs and traditions characteristic of Late Bronze Age Greece; for example: <ul style="list-style-type: none"> <li>▪ origin stories, such as, Mycenae being founded by Perseus and the walls of Troy being built by Poseidon and Apollo</li> <li>▪ religious beliefs (deities, temples, altars and offering tables)</li> <li>▪ funerary customs (tholos tombs, chamber tombs, mound burials, pit burials, shaft graves, grave goods)</li> </ul> </li> <li>• key features of the culture of Late Bronze Age Greece; for example: <ul style="list-style-type: none"> <li>▪ art (frescoes, jewellery, pottery)</li> <li>▪ music (lyre, double-flutes)</li> </ul> </li> </ul>	<p><b>WALT</b> (What are we learning to do): Understand concepts of belief, religion and origin stories in Late Bronze Age Greece &amp; Troy (Mythology) &amp; revision for Task 1.</p> <p><b>WILF</b> (What I am looking for): Realise that civilisations have different beliefs and origin stories, practice source analysis skills</p>	<p><b>ASSESSMENT:</b> Task 1: Source Analysis (Week 4)</p> <p><b>Resources:</b> PowerPoints Glossary of terms Various sources including – written &amp; images Documentary – Bettany Hughes Textbooks:  <ul style="list-style-type: none"> <li>• Pamela Bradley – The Ancient World Transformed</li> <li>• Gae Callender –</li> </ul> </p>



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			<ul style="list-style-type: none"> <li>architecture (palace complex, <i>megaron</i>/central hall and surrounding fortifications, cyclopean walls, granaries, military barracks)</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> </ul>		Minoan & Mycenaean book
1	6 to 9	<p><b>Features of the ancient civilisation</b> (as applicable)</p> <ul style="list-style-type: none"> <li>key events and developments of the time period</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> </ul>	<p><b>Features of Late Bronze Age Greece</b></p> <ul style="list-style-type: none"> <li>key events and developments of the time period, including: <ul style="list-style-type: none"> <li>timeline for Late Bronze Age Greece and the major Mycenaean centres</li> <li>Mycenaean decline (natural disasters, collapse of economic systems, invasion and/or migration, new types of warfare)</li> <li>the destruction of Troy (archaeological evidence from Mycenae and Troy, Hittite records)</li> </ul> </li> <li>key people of Late Bronze Age Greece and Troy, including mythic</li> </ul>	<p><b>WALT</b> (What are we learning to do): Understand the decline of Mycenaean civilisation, role that Heinrich Schliemann played in destruction of Troy, stories of Troy</p> <p><b>WILF</b> (What I am looking for): Impact modern archaeologists have had on sites compared to the writings of ancient sources</p>	<p><b>ASSESSMENTS:</b> Task 2: Explanation (Week 6)</p> <p>Task 3: Source Analysis (Week 8)</p> <p><b>Resources:</b> PowerPoints Various sources including – written &amp; images Documentary – Bettany Hughes Textbooks:  <ul style="list-style-type: none"> <li>Pamela Bradley – The Ancient World Transformed</li> </ul> </p>



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			<p>figures, such as, Agamemnon, Helen of Troy and the heroes of the Trojan War</p> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"><li>• chronology, terms and concepts</li><li>• analysis and use of sources</li></ul>		<ul style="list-style-type: none"><li>• Gae Callender – Minoan &amp; Mycenaean book</li></ul>
2	10-11	<p><b>Representations of the ancient civilisation</b></p> <ul style="list-style-type: none"><li>• representations of the ancient civilisation and the contribution of these to our understanding of the civilisation</li></ul> <p><b>Historical Skills</b></p> <p>perspectives and interpretations</p>	<p><b>Representations of Late Bronze Age Greece and Troy</b></p> <ul style="list-style-type: none"><li>• representations of Late Bronze Age Greece and Troy and the contribution of these to our understanding of the civilisation; for example:<ul style="list-style-type: none"><li>▪ Mycenaean civilisation and the archaeological evidence</li><li>▪ the destruction of Troy and the 'Trojan War' (Homer's <i>Iliad</i>)</li></ul></li></ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"><li>• perspectives and interpretations</li></ul>	<p><b>WALT</b> (What are we learning to do):</p> <p>Understand how different representations of Late Bronze Age Greece and Troy impact our understanding of the period</p> <p><b>WILF</b> (What I am looking for):</p> <p>Participation in class discussion on how Troy and Late Bronze Age Greece are represented in various sources</p>	<p><b>ASSESSMENT:</b></p> <p>Task 4: Test (Week 10 – Week 1, Term 2)</p> <p><b>Resources:</b></p> <p>PowerPoints</p> <p>Various sources including – written &amp; images</p> <p>Documentary – Troy</p> <p>Movie - Troy</p> <p>Textbooks:</p> <ul style="list-style-type: none"><li>• HSC Excel,</li><li>• Pamela Bradley – The Ancient World Transformed</li><li>• Minoan &amp; Mycenaean book</li></ul>



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2	12-17	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"><li>• formulate, test and modify propositions to investigate historical issues</li><li>• frame questions to guide inquiry and develop a coherent research plan for inquiry</li><li>• identify, locate and organise relevant information from a range of ancient and modern sources</li><li>• identify and practise ethical scholarship when conducting research</li></ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"><li>• develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments</li><li>• communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li><li>• apply appropriate referencing techniques accurately and consistently</li></ul>	<p><b>Investigation of an ancient civilisation or culture</b></p> <ul style="list-style-type: none"><li>• investigate one of the other ancient civilisations or cultures listed in the syllabus, employing an historical inquiry process and Historical Skills, including:</li></ul> <p><b>Historical questions and research</b></p> <ul style="list-style-type: none"><li>• formulate, test and modify propositions to investigate historical issues</li><li>• frame questions to guide inquiry and develop a coherent research plan for inquiry</li><li>• identify, locate and organise relevant information from a range of ancient and modern sources</li><li>• identify and practise ethical scholarship when conducting research</li></ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"><li>• develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments</li></ul>	<p><b>WALT</b> (What are we learning to do): Use skills from first 10 weeks of the course and apply to another ancient civilisation</p> <p><b>WILF</b> (What I am looking for): Submission of Historical Inquiry covering all key points set out in Task handout</p>	<p><b>ASSESSMENT:</b> Task 5a: Historical Inquiry, Handed out Week 11, Due – Week 14) Task 5b: Historical Inquiry (Presentation of inquiry – Week 14/15)</p> <p><b>Resources:</b> Various websites and some books located in the class or library relevant for each student's topic</p>
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			<ul style="list-style-type: none"><li>communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li><li>apply appropriate referencing techniques accurately and consistently</li></ul>		
	18 & 19	<b>EXAM BREAK</b> Weeks 8 & 9			
2	Week 1 (Term 2/ Week 10)	<b>UNIT 2: POWER IN THE ANCIENT WORLD</b> <b>ELECTIVE 1: Alexander the Great, Macedonia 356-323 BCE</b>  <b>Elements of the selected individual's society at the start of the period</b> <ul style="list-style-type: none"><li>overview of the broader historical context</li><li>key political, social, religious, cultural, military and economic structures/institutions of the society</li><li>values, beliefs and traditions that are linked to the society</li></ul>	<b>Elements of Macedonian/Greek society at the start of the period</b> <ul style="list-style-type: none"><li>overview of the broader historical context<ul style="list-style-type: none"><li>create a timeline showing key events in ancient Macedonian/Greek history</li><li>mapping exercise: key sites of the Mediterranean</li></ul></li><li>key political, social, religious, cultural, military and economic structures/institutions of Macedonian/Greek society; for example:</li></ul>	<b>WALT</b> (What are we learning to do): Understand location and time period (chronology) of Alexander the Great  <b>WILF</b> (What I am looking for): Mapping & timeline skills in relation to Alexander the Great	<b>Resources:</b> PowerPoints Maps Timeline Glossary of terms Textbooks: <ul style="list-style-type: none"><li>J. Lawless et al. – Personalities of the past</li><li>Pamela Bradley – The Ancient World Transformed</li></ul>





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		<ul style="list-style-type: none"> <li>different kinds of power that exist within the society</li> <li>structures and processes of power in the society</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>king, aristocracy</li> <li>army</li> <li>agriculture and industry</li> <li>links to the Greek city states</li> <li>different kinds of power that exist within Macedonian/Greek society</li> <li>structures and processes of power in Macedonian/Greek society</li> <li>values, beliefs and traditions that are linked to Macedonian/Greek society; for example: <ul style="list-style-type: none"> <li>the Olympic Pantheon</li> <li>symposia</li> <li>royal tombs and burial customs</li> </ul> </li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> </ul>		
2	Week 2-4 (Term 2 Week 11 & Term 3 Weeks 2 & 3)	<p><b>Selected individual</b></p> <ul style="list-style-type: none"> <li>the background of the selected individual, including: <ul style="list-style-type: none"> <li>family background</li> <li>key events in their lives</li> <li>significant early influences</li> </ul> </li> <li>the career of the selected individual, including: <ul style="list-style-type: none"> <li>change of role or status over time</li> </ul> </li> </ul>	<p><b>Selected individual: Alexander the Great</b></p> <ul style="list-style-type: none"> <li>the background of Alexander the Great, including: <ul style="list-style-type: none"> <li>family background; for example, King Philip II, Olympias</li> <li>key events in his life; for example, made regent for his father 341–340 BC, assassination</li> </ul> </li> </ul>	<p><b>WALT</b> (What are we learning to do): Background of Alexander the Great and relationships with key figures in his life</p> <p><b>WILF</b> (What I am looking for):</p>	<p><b>ASSESSMENT:</b> Task 6: Source Analysis (Week 4)</p> <p><b>Resources:</b> PowerPoints Maps Timeline Glossary of terms</p>



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	<ul style="list-style-type: none"><li>possible motivations for actions</li><li>methods used to achieve aims</li><li>relationships with other individuals, groups, structures/institutions; for example, military or religious</li><li>significant events in their career</li><li>ways they shaped and/or changed their society</li><li>the manner and impact of their death</li></ul> <ul style="list-style-type: none"><li>challenges presented by other individuals, groups and structures/institutions</li><li>motivation and actions of other individuals, groups and structures/institutions, seeking to influence structures of power within the society</li><li>the legacy of the selected individual, including:<ul style="list-style-type: none"><li>assessment of their life and career</li><li>the ways they shaped and/or changed their society</li><li>their longer-term impact and legacy</li></ul></li></ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"><li>chronology, terms and concepts</li><li>analysis and use of sources perspectives and interpretations</li></ul>	<p>of King Philip II, Alexander becomes king</p> <ul style="list-style-type: none"><li>significant early influences; for example, Olympias, Philip, Leonidas, Aristotle</li></ul> <ul style="list-style-type: none"><li>the career of Alexander the Great, including:<ul style="list-style-type: none"><li>change of role or status over time, such as, Alexander's rise to power</li><li>possible motivations for actions</li><li>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</li><li>relationships with other individuals, groups, structures/institutions; for example, military or religious</li><li>significant events in his career; for example, defeat of Persia, campaigns in India</li></ul></li></ul>	Identify and know key people in the life of Alexander the Great and his career	<p>Textbooks:</p> <ul style="list-style-type: none"><li>Personalities of the past</li></ul> <p>Pamela Bradley – The Ancient World Transformed</p>
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		<ul style="list-style-type: none"><li>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</li><li>the manner and impact of his death; for example, mysterious death at 32, the break-up of the Empire</li><li>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</li><li>motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within Macedonian society</li><li>the legacy of Alexander the Great, including:</li></ul>		
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			<ul style="list-style-type: none"> <li>assessment of his life and career</li> <li>the ways he shaped and/or changed his society</li> <li>the longer-term impact and legacy of Alexander the Great; for example, the Macedonian Empire and the Hellenisation of the Near East</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> <li>perspectives and interpretations</li> </ul>		
3	5-6 (Term 3 Weeks 4 & 5)	<p><b>Representations of the key individual</b></p> <ul style="list-style-type: none"> <li>depictions of the individual during their lifetime</li> <li>interpretations of the individual after their death</li> </ul> <p><b>Selected individual's effect on continuity and change</b></p> <ul style="list-style-type: none"> <li>indicators of continuity and change in the period</li> <li>how and why aspects of society change while other aspects remain unchanged</li> </ul>	<p><b>Representations of Alexander the Great</b></p> <ul style="list-style-type: none"> <li>depictions of Alexander the Great during his lifetime</li> <li>interpretations of Alexander the Great after his death; for example, questions over cause of death</li> </ul> <p><b>Alexander the Great's effect on continuity and change</b></p> <ul style="list-style-type: none"> <li>indicators of continuity and change in the period</li> </ul>	<p><b>WALT</b> (What are we learning to do): Understand how others viewed Alexander the Great and why</p> <p><b>WILF</b> (What I am looking for): An understanding that men can be good and bad and that different points of view impact how people are viewed</p>	<p><b>ASSESSMENT:</b> Task 7: Test (Week 7)</p> <p><b>Resources:</b> PowerPoints Maps Timeline Glossary of terms Documentary – Alexander the Great Textbooks:  <ul style="list-style-type: none"> <li>J. Lawless et al. –</li> </ul> </p>



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		<b>Historical Skills</b> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> </ul> <p>perspectives and interpretations</p>	<ul style="list-style-type: none"> <li>how and why aspects of society change while other aspects remain unchanged <ul style="list-style-type: none"> <li>what aspects of society did Alexander the Great change (if any)?</li> </ul> </li> </ul> <b>Historical Skills</b> <ul style="list-style-type: none"> <li>chronology, terms and concepts</li> <li>analysis and use of sources</li> <li>perspectives and interpretations</li> </ul>		Personalities of the past <ul style="list-style-type: none"> <li>Pamela Bradley – The Ancient World Transformed</li> </ul>
3	7 (Term 3 Week 6)	<u><b>Elective 2 – Julius Caesar, Rome, 100-44BCE</b></u>  <b>Elements of the selected individual's society at the start of the period</b> <ul style="list-style-type: none"> <li>Overview of the broader historical context</li> <li>Key political, social, religious, cultural, military and economic structures/institutions of the society</li> <li>Values, beliefs and traditions that are linked to the society</li> <li>Different kinds of power that exist within the society</li> </ul>	<u><b>Elements of Roman society at the start of the period</b></u> <ul style="list-style-type: none"> <li>Overview of the broader historical context <ul style="list-style-type: none"> <li>Create a timeline showing key events in ancient Roman history</li> <li>Mapping exercise: key sites in Rome, Italy and the Mediterranean region</li> </ul> </li> <li>Key political, social, religious, cultural, military and economic structures/institutions of Rome, for example:</li> </ul>	<b>WALT</b> (What are we learning to do): Understand and have a basic overview of ancient Rome  <b>WILF</b> (What I am looking for): Knowledge of key Roman terms and the political organisation of Rome during this period	<b>Resources:</b> Timeline Map Sources Glossary of terms Textbooks: <ul style="list-style-type: none"> <li>Koutsoukis – Ancient Rome</li> <li>Pamela Bradley – The Ancient World Transformed</li> <li>J. Lawless et al. – Personalities of the Past</li> </ul>



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		<ul style="list-style-type: none"><li>Structures and processes of power in the society</li></ul> <p><b>Historical skills</b></p> <ul style="list-style-type: none"><li>Chronology, terms and concepts</li></ul>	<ul style="list-style-type: none"><li>King, aristocracy</li><li>Plebian, Patricians</li><li>Army</li><li>Agriculture and industry</li><li>Links to the Italian region – Latifundia</li></ul> <ul style="list-style-type: none"><li>Values, beliefs and traditions that are linked to Roman society, for example:<ul style="list-style-type: none"><li>The Pantheon of Gods</li><li>Role of Senate</li></ul></li></ul> <ul style="list-style-type: none"><li>Different kinds of power that exist within Roman society</li><li>Structures and processes of power in Roman society</li></ul>		
3	8-11 (Term 3 Weeks 7-10)	<p><b>Selected individual</b></p> <ul style="list-style-type: none"><li>the background of the selected individual, including:<ul style="list-style-type: none"><li>family background</li><li>key events in their lives</li><li>significant early influences</li></ul></li><li>the career of the selected individual, including:<ul style="list-style-type: none"><li>change of role or status over time</li></ul></li></ul>	<p><b>Selected individual: Julius Caesar</b></p> <ul style="list-style-type: none"><li>The background of Julius Caesar, including:<ul style="list-style-type: none"><li>Family background, for example, Marius, Caesar family line</li><li>Key events in his life, kidnapping by pirates</li></ul></li></ul>	<p><b>WALT</b> (What are we learning to do): Understand and consider the impact of Julius Caesar's background on his choices during his life</p> <p><b>WILF</b> (What I am looking for):</p>	<p><b>ASSESSMENT:</b> TASK 8: Explanation (Week 12)</p> <p><b>Resources:</b> Timeline Map Sources</p>



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	<ul style="list-style-type: none"><li>possible motivations for actions</li><li>methods used to achieve aims</li><li>relationships with other individuals, groups, structures/institutions; for example, military or religious</li><li>significant events in their career</li><li>ways they shaped and/or changed their society</li><li>the manner and impact of their death</li></ul> <ul style="list-style-type: none"><li>challenges presented by other individuals, groups and structures/institutions</li><li>motivation and actions of other individuals, groups and structures/institutions, seeking to influence structures of power within the society</li><li>the legacy of the selected individual, including:<ul style="list-style-type: none"><li>assessment of their life and career</li><li>the ways they shaped and/or changed their society</li><li>their longer-term impact and legacy</li></ul></li></ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"><li>chronology, terms and concepts</li><li>analysis and use of sources</li></ul> <p>perspectives and interpretations</p>	<ul style="list-style-type: none"><li>Significant early influences, for example, Marius</li></ul> <ul style="list-style-type: none"><li>The career of Julius Caesar, including:<ul style="list-style-type: none"><li>Change of role or status over time, such as Julius Caesar's military rise</li><li>Possible motivations for actions, gain family status back</li><li>Methods used to achieve aims</li><li>Relationships with other individuals, groups, structures/institutions; for example, military or religious</li><li>Significant events in his career, for example, First Triumvirate,</li><li>Ways that Julius Caesar shaped and/or changed his society, for example, fall of Roman Republic</li><li>The manner and impact of his death, for example, Second Triumvirate,</li></ul></li></ul>	Knowledge of importance of Rome and how significant military and politics were to those who wanted power	<p>Glossary of terms</p> <p>Textbooks:</p> <ul style="list-style-type: none"><li>Koutsoukis – Ancient Rome</li><li>Pamela Bradley – The Ancient World Transformed</li><li>J. Lawless et al. – Personalities of the Past</li></ul>
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			<p>Augustus &amp; Mark Antony, Cleopatra VII</p> <ul style="list-style-type: none"><li>• Challenges presented by other individuals, groups and structures/institutions, seeking to influence structures of power within the Roman society</li><li>• Motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within Roman society</li><li>• The legacy of Julius Caesar, including:<ul style="list-style-type: none"><li>- Assessment of his life and career</li><li>- The ways he shaped and/or changed his society</li><li>- The longer-term impact and legacy of Julius Caesar, for example Julian Calendar, expansion of Roman Republic, fall of Roman Republic</li></ul></li></ul>		
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			<b>Historical Skills</b> <ul style="list-style-type: none"><li>• chronology, terms and concepts</li><li>• analysis and use of sources</li></ul> perspectives and interpretations		
4	12-13 (Term 4 Weeks 1 & 2)	<b>Representations of the key individual</b> <ul style="list-style-type: none"><li>• depictions of the individual during their lifetime</li><li>• interpretations of the individual after their death</li></ul> <b>Selected individual's effect on continuity and change</b> <ul style="list-style-type: none"><li>• indicators of continuity and change in the period</li><li>• how and why aspects of society change while other aspects remain unchanged</li></ul> <b>Historical Skills</b> <ul style="list-style-type: none"><li>• chronology, terms and concepts</li><li>• analysis and use of sources</li><li>• perspectives and interpretations</li></ul>	<b>Representations of Julius Caesar</b> <ul style="list-style-type: none"><li>• Depictions of Julius Caesar during his lifetime</li><li>• Interpretations of Julius Caesar after his death, for example, questions over cause of death</li></ul> <b>Julius Caesar's effect on continuity and change</b> <ul style="list-style-type: none"><li>• Indicators of continuity and change in the period</li><li>• How and why aspects of society change while other aspects remain unchanged</li></ul> <b>Historical Skills</b> <ul style="list-style-type: none"><li>• chronology, terms and concepts</li><li>• analysis and use of sources</li></ul>	<b>WALT</b> (What are we learning to do): Impact Julius Caesar had on society – then and now.  <b>WILF</b> (What I am looking for): Understand role of sources and how they impact our views on people in history.	<b>ASSESSMENT:</b> Task 9: Source Analysis (Week 13)  <b>Resources:</b> Timeline Map Sources Glossary of terms Documentaries – Mary Beard (SPQR) Textbooks: <ul style="list-style-type: none"><li>• Koutsoukis – Ancient Rome</li><li>• Pamela Bradley – The Ancient World Transformed</li></ul>



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			<ul style="list-style-type: none"><li>perspectives and interpretations</li></ul>		<ul style="list-style-type: none"><li>J. Lawless et al – Personalities of the Past</li></ul>
4	14-16 (Term 4 Weeks 3-5)	<p><b><u>Investigation of a significant person from Power in the Ancient World</u></b></p> <ul style="list-style-type: none"><li>Investigate one of the people from Power in the Ancient World in the syllabus, possibly someone other than those studied, employing an historical inquiry process and Historical Skills</li></ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"><li>Formulate, test and modify proposition to investigate historical issues</li><li>Frame questions to guide inquiry and develop a coherent research plan for inquiry</li><li>Identify, locate and organise relevant information from a range of ancient and modern sources</li><li>Identify and practice ethical scholarship when conducting research</li></ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"><li>Develop texts that integrate appropriate evidence from a</li></ul>	<p><b>WALT</b> (What are we learning to do): Use skills from this unit of work to research key people from the syllabus</p> <p><b>WILF</b> (What I am looking for): Submission of the task showing that task has been completed successfully</p>	<p><b><u>ASSESSMENT:</u></b> Task 10a: Historical Inquiry (Handed out Week 10 – Term 3) Due Week 15 Task 10b: Historical Inquiry – Presentation due – Week 15</p>



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			<p>range of sources to explain the past and to support and refute arguments</p> <ul style="list-style-type: none"><li>• Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience</li><li>• Apply appropriate referencing techniques accurately and consistently</li></ul>		
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#### **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**



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- 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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## Acknowledgements

### Late Bronze Age Greece:

Callender, G. (1999). *The Minoans and the Mycenaeans – Aegean Society in the Bronze Age*. South Melbourne, Victoria: Oxford University Press

Bradley, P. (2014). *The Ancient World Transformed – Societies, personalities and historical periods from Egypt, Greece and Rome*. Port Melbourne, Victoria: Cambridge University Press, pp. 40-73

### Alexander the Great:

Bradley, P. (2014). *The Ancient World Transformed – Societies, personalities and historical periods from Egypt, Greece and Rome*. Port Melbourne, Victoria: Cambridge University Press, pp. 171-205

Lawless, J. et.al. (1997). *Personalities from the past*. Southbank, Victoria: Thomson Nelson, pp. 135–160.

### Julius Caesar:

Lawless, J. et.al. (1997). *Personalities from the past*. Southbank, Victoria: Thomson Nelson, pp. 214-240.

Bradley, P. (2014). *The Ancient World Transformed – Societies, personalities and historical periods from Egypt, Greece and Rome*. Port Melbourne, Victoria: Cambridge University Press, pp. 206-244.

Information from: Hurley, et al. (2008). *Antiquity 1: Past perspectives*. (3rd Ed.). South Melbourne, Victoria: Oxford University Press, pp. 106–125.



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