



COURSE OUTLINE

ANCIENT HISTORY – GENERAL, YEAR 12: 2021

UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

UNIT 4 – EGYPT, AKHENATEN AND THE AMARNA REVOLUTION, AMENHOTEP IV/AKHENATEN TO THE DEATH OF HOREMHEB C. 1352-1295 BCE



This course will run the two units, 3 and 4, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Syllabus Content	Topic and key teaching points	WALT & WILF	Assessment and Resources
1	1 & 2	<p>Features of the ancient civilisation</p> <ul style="list-style-type: none"> Broad overview of the historical context for ancient Rome: The geographical location, including the nature of the environment and its influence on the ancient civilisation: Written and archaeological sources available for the period Key political features and structures Key social and cultural features, structures and practices: Individuals and groups who hold power and those who do not Key religious features and practices: Key military features and structures: Key economic features and structures: Values, beliefs and traditions that have evolved and/or become integral to the society: <p>Historical Skills:</p> <ul style="list-style-type: none"> Chronology, terms, and concepts Historical questions and research Analysis and use of sources 	<p>Elements of Roman society at the start of the period</p> <ul style="list-style-type: none"> Broad overview of the historical context for ancient Rome: <ul style="list-style-type: none"> Timeline showing key dates for Republican Rome (264-66BCE) The geographical location, including the nature of the environment and its influence on the ancient Roman civilisation: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> The Republic/<i>Senatus Populusque Romanus (SPQR)</i> Senate, People’s Assemblies, tribunate, consuls and magistrates Key social and cultural features, structures and practices of Roman society, including: 	<p>WALT (What we are learning to do): ~ Understanding of time, key people, events and terms relevant to our period of study</p> <p>WILF (What I am looking for): ~ Accurate and completed maps, glossary</p>	<p>Task 1a: Historical Inquiry (handed out to students)</p> <p>RESOURCES: PowerPoints Textbooks: <ul style="list-style-type: none"> Pamela Bradley, Ancient Rome Maps</p>



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			<ul style="list-style-type: none">- Nobles, equestrians, slaves, freedmen <i>socii</i> (allied tribes of Italy)- Patron-client relationship and family structures (paterfamilias)• Individuals and groups who hold power and those who do not• Key religious features and practices, including:<ul style="list-style-type: none">- Omens, oracles, religious festivals, triumphs and games• Key military features and structures, including:<ul style="list-style-type: none">- Legions, centurions, legates and generals- Weaponry and tactics• Key economic features and structures, including:<ul style="list-style-type: none">- Agriculture, land tenure system, trade, slavery, provinces and taxation• Values, beliefs and traditions that have evolved and/or become integral to the society including:<ul style="list-style-type: none">- Mos maiorum, dignitas, libertas, fides, paterfamilias		
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1	3 to 5	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • Key people, ideas and/or events and their influence • The role of people, ideas and events as forces for change • Examples of change 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 <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • 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 <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations 	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • 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) • 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 <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • 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 <p>Key teaching points</p>	<p>WALT (What we are learning to do): ~ Understanding of time, key people, events and terms relevant to our period of study</p> <p>WILF (What I am looking for): ~ Accurate and completed maps, glossary</p>	<p>Task 2: Explanation (Week 4)</p> <p>RESOURCES: PowerPoints Textbooks:</p> <ul style="list-style-type: none"> • Pamela Bradley, Ancient Rome
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			<ul style="list-style-type: none"> Tiberius and Gaius Gracchus (133-121BCE) <ul style="list-style-type: none"> The problems confronting Rome in 133BCE; reasons for the reforms of Tiberius and Gaius Gracchus; the traditional roles and powers of the tribunate Tiberius Gracchus and the <i>lex agraria</i>; the reforms of Gaius Gracchus; the methods used by the Gracchi; the Senate's reaction Role of <i>Optimates</i> and <i>Populares</i>; the use of the tribunate; the use of <i>senatus consultum ultimum</i> (final decree of the senate) Impact of the Gracchi's reforms; and the challenge to the Senate and the Roman Republic 		
1	6 to 8	<p>Key People, ideas and events of the period</p> <ul style="list-style-type: none"> 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) 	<p>Key People, ideas and events of the period</p> <ul style="list-style-type: none"> 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 	<p>WALT: (What we are learning to do) Knowledge of why violence increases during the period</p> <p>WILF: (What I am looking for) Understanding of who the key people are and their</p>	<p>TASK 1a: Historical Inquiry submit (Week 6) TASK 1b: In-class validation extended answer (Week 6)</p> <p>Resources: Pamela Bradley, Ancient Rome</p>



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		<ul style="list-style-type: none"> • 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 supported change and their reasons (motives) for doing so <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • 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 <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Historical questions and research • Analysis and use of sources • Perspectives and interpretation • Explanation and communication 	<ul style="list-style-type: none"> • 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 supported change and their reasons (motives) for doing so <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • 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 <p>Key teaching points</p> <ul style="list-style-type: none"> • Career of Gaius Marius (133-87BCE) and extraordinary commands up to 66BCE 	<p>role in the downfall of the Republic</p>	
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		<ul style="list-style-type: none">- Marius' background; First consulship and the reasons for this consulship- Marius' reforms to the Roman army; implications and consequences of the emergence of a new professional army- Successive consulships and reasons for these consulships- Relationship between general and tribunes; role of tribunes in Marius' career- Concept of extraordinary commands; types of extraordinary commands; examples of extraordinary commands up to 66BCE- Role of tribunate; extent of support for extraordinary commands; importance of army and extraordinary commands to politics and foreign policy <p>Historical Skills</p> <ul style="list-style-type: none">• Chronology, terms and concepts• Historical questions and research• Analysis and use of sources• Perspectives and interpretation• Explanation and communication		
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UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

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1 & 2	9 to 12	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • 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 <p>Effects of continuity and change in the period</p>	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • 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 	<p>WALT: (What we are learning to do) Knowledge of why violence increases during the period and relationship between Sulla and Marius</p> <p>WILF: (What I am looking for) Understand how Sulla's and Marius' push for power bought down the republic</p>	<p>TASK 3: Source Analysis (Week 9) TASK 5: Test (Week 12)</p>



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		<ul style="list-style-type: none"> • 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 	<p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> • 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 <p>Key teaching points</p> <ul style="list-style-type: none"> • Career of Sulla (90-78BCE) <ul style="list-style-type: none"> - Sulla's background; transfer of Mithridatic command to Marius by the tribunate - Sulla's first march on Rome; Sulla in the East and events in Rome - Sulla's second march on Rome; the proscriptions; Sulla's dictatorship; increasing use of violence in politics - Sulla's reform program; effects of reforms - Sulla's resignation and death - Failure of the Sullan 'Restoration': discontented classes; Sulla's own example; inadequacies of reforms themselves 		
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			Historical Skills <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations 		
2	3	- EST HELD SOMETIME BETWEEN WEEK 3 AND 5 2021			Task 4: EXTERNALLY SET TASK (Revision & Practice EST tasks during class time)
2	13 to 15	<u>Key people, ideas and events of the period</u> <ul style="list-style-type: none"> • 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 	<u>Key people, ideas and events of the period</u> <ul style="list-style-type: none"> • 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 		



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	<ul style="list-style-type: none"> Leaders, individuals and/or groups that resisted change and their reasons (motives) for doing so <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <p>Effects of continuity and change in the period</p> <ul style="list-style-type: none"> 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 <p>Key teaching points</p> <ul style="list-style-type: none"> Early career of Pompey to 66BCE <ul style="list-style-type: none"> Careers of Lepidus, Sertorius and Spartacus; the crises facing Rome in the 70s BCE; inability of Senate to deal with crises Steps in Pompey’s rise to power; Consulships of 70BCE (Pompey and Crassus) Problem of piracy; lex Gabinia and the reasons for its creation; Pompey’s actions against pirates Lucullus’ command against Mithridates; lex Manilia and the reasons for its creation 		
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			<ul style="list-style-type: none"> • Role of tribunes in Pompey’s rise; increasing importance of Roman Generals; continuing struggle between Optimates and Populares <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations • 		
2		EXAM/WORK PLACEMENT PERIOD WEEK 6 & WEEK 7			
2	8 & 9	<p>BEGIN UNIT 4</p> <p><u>Features of the ancient civilisation</u></p> <ul style="list-style-type: none"> • Broad overview of the historical context for ancient Egypt: • The geographical location, including the nature of the environment and its influence on the ancient civilisation: • Written and archaeological sources available for the period • Key political features and structures • Key social and cultural features, structures and practices: • Individuals and groups who hold power and those who do not • Key religious features and practices: 	<p><u>Features of the ancient civilisation</u></p> <ul style="list-style-type: none"> • Broad overview of the historical context for ancient Egypt: • The geographical location, including the nature of the environment and its influence on the ancient civilisation: • Written and archaeological sources available for the period • Key political features and structures • Key social and cultural features, structures and practices: • Individuals and groups who hold power and those who do not • Key religious features and practices: 	<p>WALT: (What we are learning to do) Knowledge of key locations in Egypt and timeline of events</p> <p>WILF: (What I am looking for) Completion of mapping and timeline tasks</p>	<p>Resources:</p> <ul style="list-style-type: none"> - Pamela Bradley, Ancient Egypt - Pamela Bradley, the Ancient World Transformed - Jennifer Lawless (et. al.), Personalities from the Past



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	<ul style="list-style-type: none"> • Key military features and structures: • Key economic features and structures: • Values, beliefs and traditions that have evolved and/or become integral to the society: <p>Historical Skills:</p> <ul style="list-style-type: none"> • Chronology, terms, and concepts • Historical questions and research • Analysis and use of sources • <p><u>Elements of Egyptian society at the start of the period</u></p> <ul style="list-style-type: none"> • Broad overview of the historical context for ancient Egypt <ul style="list-style-type: none"> - Timeline showing key dates for Ancient Egypt, including significant Dynasties - Timeline showing key dates for Amarna Revolution (1352-1295BCE) • Written and archaeological sources available for the period • Key political, social, religious, cultural, military and economic structures of the society at the start of the period (Amenhotep III) • 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 	<ul style="list-style-type: none"> • Key military features and structures: • Key economic features and structures: • Values, beliefs and traditions that have evolved and/or become integral to the society: <p>Historical Skills:</p> <ul style="list-style-type: none"> • Chronology, terms, and concepts • Historical questions and research • Analysis and use of sources • <p><u>Elements of Egyptian society at the start of the period</u></p> <ul style="list-style-type: none"> • Broad overview of the historical context for ancient Egypt <ul style="list-style-type: none"> - Timeline showing key dates for Ancient Egypt, including significant Dynasties - Timeline showing key dates for Amarna Revolution (1352-1295BCE) • Written and archaeological sources available for the period • Key political, social, religious, cultural, military and economic structures of the society at the start of the period (Amenhotep III) 		
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			<ul style="list-style-type: none"> • 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 <p>Key teaching points</p> <ul style="list-style-type: none"> • Review historical knowledge and understandings 		
2	10 & 11	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • Causes of confrontation in Amarna Period, 1352-1295BCE (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period (Amenhotep treatment as child?) • People, ideas and/or events that contributed to resolution of conflict in Amarna 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 <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295BCE)</p> <ul style="list-style-type: none"> • 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 	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • Causes of confrontation in Amarna Period, 1352-1295BCE (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period (Amenhotep treatment as child?) • People, ideas and/or events that contributed to resolution of conflict in Amarna 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 	<p>WALT: (What we are learning to do) Knowledge of key locations in Egypt and timeline of events</p> <p>WILF: (What I am looking for) Understanding of the Amarna period and the key people involved</p>	<p>TASK 6: Source Analysis(Week 11, Term 2)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Pamela Bradley, Ancient Egypt - Pamela Bradley, the Ancient World Transformed - Jennifer Lawless (et. al.), Personalities from the Past



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UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

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		<p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295BCE)</p> <ul style="list-style-type: none">• 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 <p>Key teaching points</p> <ul style="list-style-type: none">• Years 1-4 Amenhotep IV<ul style="list-style-type: none">- Death of Amenhotep III, succession or co-regency of Amenhotep IV- How did Amenhotep IV become successor to Amenhotep III- Introduction of new solar god Re-Horakte- Immediate changes, pylon gateway at Karnak- Benefits of change from Amenhotep III to Amenhotep IV <p>Historical Skills</p> <ul style="list-style-type: none">• Chronology, terms and concepts• Analysis and use of sources• Perspectives and interpretations		
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3	1	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • Causes of confrontation during Amarna Period, 1352-1295 BCE (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period, Egypt • People, ideas and/or events that contributed to resolution of conflict in Amarna Period, Egypt • Means by which individuals and/or groups have gained power • Methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295BCE)</p> <ul style="list-style-type: none"> • 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 	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • Causes of confrontation during Amarna Period, 1352-1295 BCE (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period, Egypt • People, ideas and/or events that contributed to resolution of conflict in Amarna Period, Egypt • Means by which individuals and/or groups have gained power • Methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295BCE)</p> <ul style="list-style-type: none"> • 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 <p>Key teaching points</p> <ul style="list-style-type: none"> • Years 5-8 <ul style="list-style-type: none"> - Founding of new capital city near Amarna 	<p>WALT: (What we are learning to do) Knowledge of the changes to Egyptian society from Year 5 onwards.</p> <p>WILF: (What I am looking for) Understanding the changes to Egypt society, religion, military, politics, and economics from Year 5</p>	<p>Resources:</p> <ul style="list-style-type: none"> - Pamela Bradley, Ancient Egypt - Pamela Bradley, the Ancient World Transformed - Jennifer Lawless (et. al.), Personalities from the Past
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UNIT 4 – EGYPT, AKHENATEN AND THE AMARNA REVOLUTION, AMENHOTEP IV/AKHENATEN TO THE DEATH OF HOREMHEB C. 1352-1295 BCE



			<ul style="list-style-type: none"> - Change of name from Amenhotep IV to Akhenaten - Closure of Amun’s temple - City of Akhetaten becomes religious and administrative centre of Egypt <p>Historical skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations 		
3	2 - 5	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • Causes of confrontation in Amarna Period (1352-1295BCE) (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period, Egypt • People, ideas and/or events that contributed to resolution of conflict in Amarna Period, Egypt • Means by which individuals and/or groups have gained power • Methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295BCE)</p> <ul style="list-style-type: none"> • 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 	<p>Key people, ideas and events of the period</p> <ul style="list-style-type: none"> • Causes of confrontation in Amarna Period (1352-1295BCE) (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period, Egypt • People, ideas and/or events that contributed to resolution of conflict in Amarna Period, Egypt • Means by which individuals and/or groups have gained power • Methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295BCE)</p>	<p>WALT: (What we are learning to do) Knowledge of the changes to Egyptian society from Year 9 onwards.</p> <p>WILF: (What I am looking for) Understanding the changes to Egypt society, religion, military, politics, and economics from Year 9</p>	<p>TASK 7: Explanation (Week 4, Term 3)</p> <p>TASK 8a: Historical Inquiry handed out (Week 5)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Pamela Bradley, Ancient Egypt - Pamela Bradley, the Ancient World Transformed - Jennifer Lawless (et. al.), Personalities from the Past



COURSE OUTLINE

ANCIENT HISTORY – GENERAL, YEAR 12: 2021

UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

UNIT 4 – EGYPT, AKHENATEN AND THE AMARNA REVOLUTION, AMENHOTEP IV/AKHENATEN TO THE DEATH OF HOREMHEB C. 1352-1295 BCE



		<ul style="list-style-type: none">• 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 <p>Key teaching points</p> <ul style="list-style-type: none">• Years 9-11<ul style="list-style-type: none">- No plurality of gods – name change to Aten and no other gods except for Re referred to- Maat no longer represented as a woman <p>Growth of life in Amarna region</p> <p>Historical Skills</p> <ul style="list-style-type: none">• Chronology, terms and concepts• Historical questions and research• Analysis and use of sources• Perspectives and interpretations• Structures and processes of power in Roman society•		
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COURSE OUTLINE

ANCIENT HISTORY – GENERAL, YEAR 12: 2021

UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

UNIT 4 – EGYPT, AKHENATEN AND THE AMARNA REVOLUTION, AMENHOTEP IV/AKHENATEN TO THE DEATH OF HOREMHEB C. 1352-1295 BCE



3	6 & 7	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • Causes of confrontation in Amarna Period, Egypt, 1352-1295 BCE (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period, Egypt • People, ideas and/or events that contributed to resolution of conflict in Amarna Period, Egypt • Means by which individuals and/or groups have gained power • Methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295 BCE)</p> <ul style="list-style-type: none"> • 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 	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • Causes of confrontation in Amarna Period, Egypt, 1352-1295 BCE (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period, Egypt • People, ideas and/or events that contributed to resolution of conflict in Amarna Period, Egypt • Means by which individuals and/or groups have gained power • Methods and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295 BCE)</p> <ul style="list-style-type: none"> • 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 <p>Key teaching points</p> <ul style="list-style-type: none"> • Years 12-17 <ul style="list-style-type: none"> - Foreign ambassadors from Asia, Africa and the Aegean held at Akhetaten 	<p>WALT: (What we are learning to do) Knowledge of the changes to Egyptian society from Year 12 onwards.</p> <p>WILF: (What I am looking for) Understanding the changes to Egypt society, religion, military, politics, and economics from Year 12</p>	<p>Resources:</p> <ul style="list-style-type: none"> - Pamela Bradley, Ancient Egypt - Pamela Bradley, the Ancient World Transformed - Jennifer Lawless (et. al.), Personalities from the Past
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COURSE OUTLINE

ANCIENT HISTORY – GENERAL, YEAR 12: 2021

UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

UNIT 4 – EGYPT, AKHENATEN AND THE AMARNA REVOLUTION, AMENHOTEP IV/AKHENATEN TO THE DEATH OF HOREMHEB C. 1352-1295 BCE



			<ul style="list-style-type: none"> - Problems arise in Syria and Palestine - Plague spreads into Egypt from nearby Mitanni - Fewer references of Nefertiti and later Kiya, possibly due to death - Egyptians intensify attack on Amun - Probable death of Akhenaten <p>Historical skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Historical questions and research • Analysis and use of sources • Perspectives and interpretations • Explanation and communication • 		
3	8-10	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • Causes of confrontation in Amarna Period, Egypt 1352-1295 BCE (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period, Egypt • People, ideas and/or events that contributed to resolution of conflict in Amarna Period, Egypt • Means by which individuals and/or groups have gained power 	<p><u>Key people, ideas and events of the period</u></p> <ul style="list-style-type: none"> • Causes of confrontation in Amarna Period, Egypt 1352-1295 BCE (internal and external forces) • People, ideas and/or events that contributed to confrontation in Amarna Period, Egypt • People, ideas and/or events that contributed to resolution of conflict in Amarna Period, Egypt 	<p>WALT: (What we are learning to do) Knowledge of the changes to Egyptian society after the death of Akhenaten</p> <p>WILF: (What I am looking for) Understanding the changes to Egypt society, religion, military, politics, and</p>	<p>TASK 8a: Historical Inquiry due (Week 8, Term 3) TASK 8b: In-class validation extended answer (Week 8, Term 3)</p> <p>TASK 9: Test (Week 9, Term 3)</p> <p>Resources:</p>



COURSE OUTLINE

ANCIENT HISTORY – GENERAL, YEAR 12: 2021

UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

UNIT 4 – EGYPT, AKHENATEN AND THE AMARNA REVOLUTION, AMENHOTEP IV/AKHENATEN TO THE DEATH OF HOREMHEB C. 1352-1295 BCE



		<ul style="list-style-type: none"> • Method and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295 BCE)</p> <ul style="list-style-type: none"> • 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 • 	<ul style="list-style-type: none"> • Means by which individuals and/or groups have gained power • Method and strategies used by leaders, individuals and/or groups to achieve their aims <p>Effects of confrontation and resolution for continuity and change in Amarna Period, Egypt (1352-1295 BCE)</p> <ul style="list-style-type: none"> • 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 <p>Key teaching points</p> <ul style="list-style-type: none"> • Death of Akhenaten and rule of Tutankhamun <ul style="list-style-type: none"> - Immediate aftermath of Amarna after the death of Akhenaten - Tutankhamun accession to the throne and restoration program - Tutankhamun’s parentage - Death of Tutankhamun and end of 18th Dynasty - Reign of Ay - Reign of Horemheb - Horemheb as pharaoh and reforms 	<p>economics after the death of Akhenaten</p>	<ul style="list-style-type: none"> - Pamela Bradley, Ancient Egypt - Pamela Bradley, the Ancient World Transformed - Jennifer Lawless (et. al.), Personalities from the Past
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COURSE OUTLINE

ANCIENT HISTORY – GENERAL, YEAR 12: 2021

UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

UNIT 4 – EGYPT, AKHENATEN AND THE AMARNA REVOLUTION, AMENHOTEP IV/AKHENATEN TO THE DEATH OF HOREMHEB C. 1352-1295 BCE



			<ul style="list-style-type: none"> - Destruction of reminders of Aten <p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations • 	
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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



COURSE OUTLINE

ANCIENT HISTORY – GENERAL, YEAR 12: 2021

UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

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- 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



COURSE OUTLINE

ANCIENT HISTORY – GENERAL, YEAR 12: 2021

UNIT 3 – ROME, THE LATE REPUBLIC TO THE LEX MANILIA C. 133-66BCE

UNIT 4 – EGYPT, AKHENATEN AND THE AMARNA REVOLUTION, AMENHOTEP IV/AKHENATEN TO THE DEATH OF HOREMHEB C. 1352-1295 BCE



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

Acknowledgements:

Late Roman Republic

Bradley, P. (2000), *Ancient Rome – Using Evidence*, Port Melbourne, Victoria: Cambridge University Press, pp.

Akhenaten and the Amarna Period

Lawless, J. et.al. (1997). *Personalities from the past*. Southbank, Victoria: Thomson Nelson, pp. 61-84

Bradley, P. (2014). *The Ancient World Transformed – Societies, personalities and historical periods from Egypt, Greece and Rome*. Port Melbourne, Victoria: Cambridge University Press, pp. 139-170.

Bradley, P. (1999) *Ancient Egypt – Reconstructing the Past*, Port Melbourne, Victoria: Cambridge University Press, pp. 395-454