



Highfields State
Secondary College

Year 11 Course Overview

Faculty: Humanities
Subject: Ancient History
Year level: 11

Course Outline:

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society that shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

Unit 2:

In Unit 2, students investigate key personalities of the Ancient World in the context of their times. Students examine the social, political and economic institutions in which the personality is positioned and focus on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students consider the attributes that characterise a significant ancient personality and the driving forces behind such individuals. In this unit, there is a focus on the key conceptual understandings of: context, reliability and usefulness of sources; perspectives and representation; evidence; continuity and change; cause and effect; significance; empathy; and contestability.

Key inquiry questions for this unit:

- What were the motivations, attributes and achievements of significant ancient personalities?
- Are great leaders born, not made? Do people make history or are they a product of history?

Students will complete two topics –

- **Topic 1: Hatshepsut (New Kingdom Egypt Period)**
- **Topic 3: Xerxes (Achaemenid Persia)**

Assessment:

FA3: Investigation – historical essay based on research

FA4: Examination – essay in response to historical sources

Unit 3

In Unit 3, students investigate significant historical periods through an analysis of relevant archaeological and written sources. Students examine how these sources have been used to construct an understanding of relevant social, political, religious and economic institutions and practices, key events and individuals of a historical period. This unit allows for greater focus on historiography and challenges associated with an interrogation of evidence. Students analyse the usefulness of a wide range of sources and the contribution of research and scholarship to the reconstruction of a historical period. Students develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past. Key conceptual understandings include: usefulness and reliability of sources; perspectives; interpretations and contestability; evidence; continuity and change; cause and effect; significance; and empathy.

Key inquiry questions for this unit:

- How is meaning concerning certain periods of history constructed from historical evidence?
- What features, achievements and issues distinguish significant historical periods of Antiquity?

Students will complete two topics –

- **Topic 4: Fifth Century Athens (BCE)**
- **Topic 7: Pompeii and Herculaneum**

Assessment: Summative assessment to be submitted in Year 12

IA1: Examination — essay in response to historical sources (25%)

IA2: Investigation — independent source investigation (25%)