Ancient history (Year 11) – sample scope and sequence

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# Overview

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements. Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Table 1 identifies the focus area options in the scope and sequence. Some options appear as integrated studies in the scope and sequence.

Table 1 – focus area options

|  |  |  |
| --- | --- | --- |
| Focus area | Options | Duration |
| Investigating ancient history | * The nature of ancient history (maximum 35 hours)
* The investigation of ancient sites and sources (15 hours)
* The representation of the ancient past (integrated study 1)
* Cultural heritage and role of museums (integrated study 2)
* The treatment and display of human remains (integrated study 2)
* Case studies (minimum 25 hours)
* List A – Boudicca (minimum 10 hours, integrated study 1)
* List B – Persepolis (15 hours)
 | 60 hours |
| Features of ancient societies | * Roman society – Slavery (20 hours)
* Egyptian society – Death and burial practices (20 hours)
 | 40 hours |
| Historical investigation | * Third Servile War (5 hours)
* Student directed investigation (15 hours)
 | 20 hours |

# Ancient history (Year 11) – scope and sequence

**Note**: the ‘Term and duration’ column provides general guidance on scheduling and duration of units. Adjust to suit your school context.

Table 2 – ancient history (Year 11) 120-hour scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Learning overview | Outcomes | Assessment |
| Term 115 hours | **Investigating ancient history – The investigation of ancient sites and sources**This unit introduces the methods used by historians and archaeologists to investigate the ancient past. Students explore historiographical issues of availability, condition, reliability and authenticity of sources. Through this, they learn to assess the value and limitations of sources. | AH-11-05, AH-11-06, AH-11-07**Related Life Skills outcomes:** AH-LS-08, AH-LS-09, AH-LS-10, AH-LS-11 | Part of the final examination |
| Term 115 hours | **Investigating ancient history – Persepolis**This unit investigates the ancient site of Persepolis to develop student understanding of the ways historians and archaeologists investigate and construct the past. Through analysis and interpretation of archaeological and written sources, students propose ideas and evaluate contemporary theories and explanations about the history of Persepolis. | AH-11-01, AH-11-02, AH-11-03, AH-11-05, AH-11-06, AH-11-07**Related Life Skills outcomes:** AH-LS-03, AH-LS-04, AH-LS-05, AH-LS-06, AH-LS-08, AH-LS-09, AH-LS-10, AH-LS-11 | Source analysis presentation |
| Term 1–215 hours | **Investigating ancient history – Representations of Boudicca (integrated study 1)**This unit explores the representations of ancient women through a case study on Boudicca. Students learn about the context, nature and aftermath of Boudicca’s conflict with Rome. They evaluate representations of Boudicca using available sources, addressing continuity and change and identifying historiographical issues. This is an integrated study of ‘The nature of ancient history – The representation of the ancient past’ and ‘Case studies – List A – Boudicca’. | AH-11-01, AH-11-02, AH-11-03, AH-11-05, AH-11-06, AH-11-07**Related Life Skills outcomes:** AH-LS-03, AH-LS-04, AH-LS-05, AH-LS-06, AH-LS-08, AH-LS-09, AH-LS-10, AH-LS-11 | Part of the final examination |
| Term 225 hours | **Features of ancient societies – Roman slavery**This unit delves into the composition, treatment and role of slaves in ancient Roman society based on analysis of available sources. Students develop their historical inquiry skills through an investigation of the Third Servile War as an example of resistance and revolts. | AH-11-02, AH-11-03, AH-11-04, AH-11-05, AH-11-07**Related Life Skills outcomes:** AH-LS-04, AH-LS-05, AH-LS-06, AH-LS-07, AH-LS-08, AH-LS-11 | Part of the final examination |
| Term 2–315 hours | **Historical investigation**This unit supports students to plan and conduct an independent historical investigation. Students are guided to frame questions, develop a coherent research plan, use evidence from a range of sources to inform their investigation, and communicate findings effectively, including appropriate acknowledgement of sources. | AH-11-05, AH-11-06, AH-11-07, AH-11-08**Related Life Skills outcomes:** AH-LS-08, AH-LS-09, AH-LS-10, AH-LS-11, AH-LS-12 | Historical investigation process log and essay |
| Term 320 hours | **Features of ancient societies – Egyptian death and funerary customs**This unit explores the beliefs, rituals and funerary practices of ancient Egypt based on analysis of available sources. Students explore a significant site and source relating to death and funerary practices to deepen their understanding. | AH-11-02, AH-11-03, AH-11-04, AH-11-05, AH-11-07**Related Life Skills outcomes:** AH-LS-01, AH-LS-03, AH-LS-04, AH-LS-05, AH-LS-08, AH-LS-11, AH-LS-14 | Part of the final examination |
| Term 315 hours | **Investigating ancient history – Ownership, administration and treatment of the cultural past (integrated study 2)**This unit investigates ethical considerations in the treatment and display of human remains and ownership of cultural property. Students explore the role of museums in acquiring, storing and exhibiting artefacts and cultural materials. This is an integrated study of ‘The nature of ancient history – Cultural heritage and role of museums’ and ‘The nature of ancient history – The treatment and display of human remains’. | AH-11-05, AH-11-06, AH-11-07**Related Life Skills outcomes:** AH-LS-02, AH-LS-08, AH-LS-09, AH-LS-10, AH-LS-11, AH-LS-13, AH-LS-14 | Part of the final examination |

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