Ancient history (Year 12) – 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.

# Ancient history (Year 12) – 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 1 – ancient history (Year 12) 120-hour scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Term and duration | Learning overview | Outcomes | Assessment |
| Term 4  30 hours | **Ancient societies – Sparta to the Battle of Leuctra 371 BCE**  This unit investigates features of ancient Sparta’s social and political organisation, economic activities, religious ideology and practice, and cultural life through a range of archaeological and written sources. Students examine historiographical issues by evaluating available sources and differing interpretations on Sparta’s militaristic nature. | AH-12-01, AH-12-02, AH-12-03, AH-12-05, AH-12-06, AH-12-07  **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 | Historical analysis |
| Term 1  30 hours | **Core study: Cities of Vesuvius – Pompeii and Herculaneum**  In this unit, students analyse and interpret a range of archaeological and written sources to examine features of life in Pompeii and Herculaneum. The unit also explores 20th and 21st century archaeological practices at the sites and related contemporary issues. | AH-12-01, AH-12-03, AH-12-04, AH-12-05, AH-12-06, AH-12-07  **Related Life Skills outcomes:** AH-LS-03, AH-LS-05, AH-LS-06, AH-LS-07, AH-LS-08, AH-LS-09, AH-LS-10, AH-LS-11 | Source analysis portfolio |
| Term 2  30 hours | **Historical periods – Persia – Cyrus II to the death of Darius III**  This unit explores the establishment, expansion and collapse of the Persian Empire from Cyrus II to the Macedonian invasion and defeat of Darius III. Students learn about the nature of power and authority, significant developments and historiographical issues through an investigation of the archaeological and written sources. | AH-12-01, AH-12-02, AH-12-03, AH-12-04, AH-12-05, AH-12-06, AH-12-07  **Related Life Skills outcomes:** AH-LS-03, AH-LS-04, AH-LS-05, AH-LS-06, AH-LS-07, AH-LS-08, AH-LS-09, AH-LS-10, AH-LS-11 | In-class source-based task |
| Term 3  30 hours | **Historical personalities – The Near East – Xerxes**  This unit examines the context, background and key features and developments of Xerxes’ reign. Students evaluate Xerxes impact and influence through investigation of a range of archaeological and written sources and assessment of relevant historiographical issues. | AH-12-02, AH-12-03, AH-12-04, AH-12-05, AH-12-06, AH-12-07  **Related Life Skills outcomes:** AH-LS-04, AH-LS-05, AH-LS-06, AH-LS-07, AH-LS-08, AH-LS-09, AH-LS-10, AH-LS-11 | Final examination |

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