

▶ NSW Syllabus



Ancient History Life Skills

Stage 6
Syllabus

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Introduction

Stage 6 Curriculum

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives.

The purpose of Stage 6 syllabuses is to:

- develop a solid foundation of literacy and numeracy
- provide a curriculum structure which encourages students to complete secondary education at their highest possible level
- foster the intellectual, creative, ethical and social development of students, in particular relating to:
 - application of knowledge, skills, understanding, values and attitudes in the fields of study they choose
 - capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
 - capacity to work collaboratively with others
 - respect for the cultural diversity of Australian society
 - desire to continue learning in formal or informal settings after school
- provide a flexible structure within which students can meet the challenges of and prepare for:
 - further academic study, vocational training and employment
 - changing workplaces, including an increasingly STEM-focused (Science, Technology, Engineering and Mathematics) workforce
 - full and active participation as global citizens
- provide formal assessment and certification of students' achievements
- promote the development of students' values, identity and self-respect.

The Stage 6 syllabuses reflect the principles of the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, the reforms of the NSW Government *Stronger HSC Standards* (2016), and nationally agreed educational goals. These syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling. In particular, the attainment of skills in literacy and numeracy needed for further study, employment and active participation in society are provided in the syllabuses in alignment with the *Australian Core Skills Framework (ACSF)*.

The Stage 6 syllabuses include the content of the Australian curriculum and additional descriptions that clarify the scope and depth of learning in each subject.

NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. The syllabuses take into account the diverse needs of all students and provide structures and processes by which teachers can provide continuity of study for all students.

Diversity of Learners

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. [Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content, and demonstrate achievement of outcomes.

Students with special education needs can access the outcomes and content from Stage 6 syllabuses in a range of ways. Students may engage with:

- Stage 6 syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities; or
- selected Stage 6 Life Skills outcomes and content from one or more Stage 6 Life Skills syllabuses.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that decisions are appropriate for the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Ancient History Life Skills
- Special education needs
- Life Skills.

Gifted and Talented Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students Learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the *Ancient History Life Skills Stage 6 Syllabus* through that new language. They may require additional support, along with informed teaching that explicitly addresses their language needs.

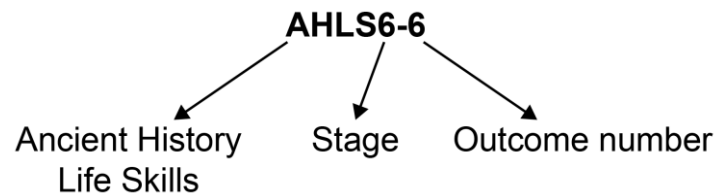
The *ESL Scales* and the [English as an Additional Language or Dialect: Teacher Resource](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of English language learners and to assist students to access syllabus outcomes and content.

Ancient History Life Skills Key

The following codes and icons are used in the *Ancient History Life Skills Stage 6 Syllabus*.

Outcome Coding

Syllabus outcomes have been coded in a consistent way. The code identifies the subject, Year and outcome number. For example:






| Outcome code | Interpretation |
|---------------------|---|
| AHLS6-6 | Ancient History Life Skills, Stage 6 – Outcome number 6 |
| AH11-1 | Ancient History, Year 11 – Outcome number 1 |
| AH12-4 | Ancient History, Year 12 – Outcome number 4 |








Learning Across the Curriculum Icons

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.




Cross-curriculum priorities

-  Aboriginal and Torres Strait Islander histories and cultures
-  Asia and Australia's engagement with Asia
-  Sustainability

General capabilities

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

Ancient History Life Skills Stage 6

The *Ancient History Life Skills Stage 6 Syllabus* aligns with the rationale, aim, objectives and outcomes of the *Ancient History Stage 6 Syllabus*. The Life Skills content has been developed from the *Ancient History* syllabus to provide opportunities for integrated course delivery.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the History Stage 6 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 6 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Ancient History Life Skills
- Special education needs
- Life Skills.

Rationale

The *Ancient History Life Skills Stage 6 Syllabus* rationale is consistent with the *Ancient History Stage 6 Syllabus* rationale. The Ancient History rationale is provided below.

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander cultures.

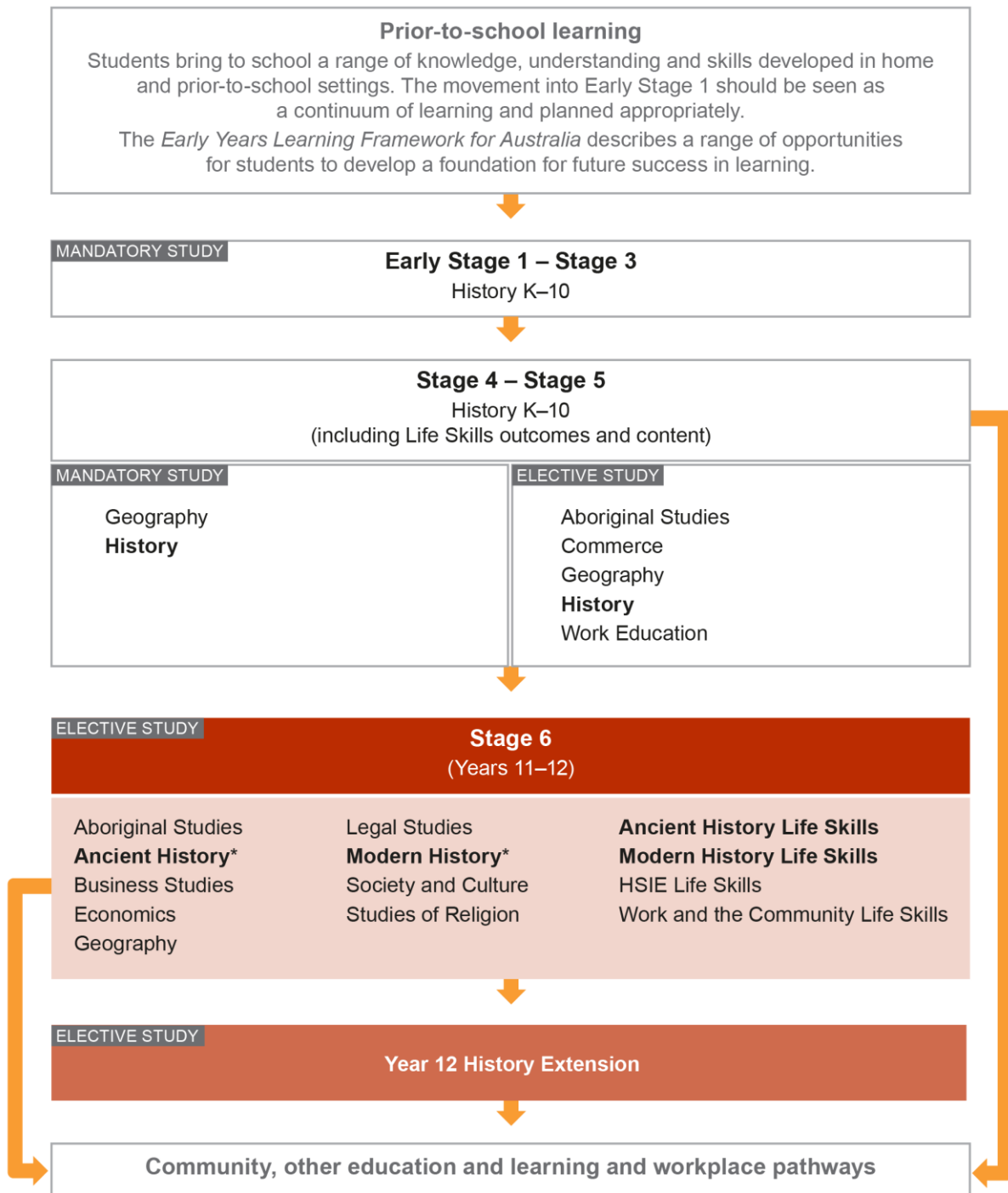
The study of Ancient History is of contemporary relevance. It equips students to analyse and challenge accepted theories and interpretations about the ancient world, especially in light of new evidence or technologies. It requires students to analyse different interpretations and representations of the ancient world in forms such as literature, film and museum displays. Ancient History also raises important ethical issues associated with present and future ownership, administration and presentation of the cultural past. It encourages students to appreciate our responsibility for conserving and preserving the world's cultural heritage.

The study of Ancient History requires students to understand and use historical concepts and apply skills in their investigation of the ancient world. It draws upon the methods used by historians and archaeologists to investigate evidence from the past, and to communicate their findings and interpretations. In Ancient History, students engage with a range of sources, both physical and written. They are introduced to the complexities of reconstructing aspects of the past, often using fragmentary evidence from a range of literary, documentary and archaeological sources. Students are encouraged to develop their own interpretations and to compare these with those offered in published works.

Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. Students develop increasingly sophisticated historiographical skills and historical understanding from the close study of features of ancient societies and their distinctive legacies, to the analysis and interpretation of broader themes and issues from the ancient world.

The knowledge, understanding and skills that students acquire through studying Ancient History provide a firm foundation for further study, the world of work, active and informed citizenship, and for lifelong learning. It fosters a critical approach to understanding events, issues and interpretations as well as the effective communication of accounts conveying ideas, judgements and evidence.

The Place of the Ancient History Life Skills Stage 6 Syllabus in the K–12 Curriculum



* Year 11 Ancient History or Modern History is a prerequisite for entry into Year 12 History Extension. Year 12 Ancient History or Modern History is a co-requisite for Year 12 History Extension.

Aim

The *Ancient History Life Skills Stage 6 Syllabus* aim is consistent with the *Ancient History Stage 6 Syllabus* aim. The Ancient History aim is provided below.

The study of Ancient History in Stage 6 enables students to:

- develop knowledge and understanding of the ancient world, historical skills, and values and attitudes essential to an appreciation of the ancient world
- develop a lifelong interest in the study of history
- prepare for active and informed citizenship in the contemporary world.

Objectives

Knowledge and Understanding

Students:

- develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- develop an understanding of continuity and change over time.

Skills

Students:

- undertake the process of historical inquiry
- use historical concepts and skills to examine the ancient past
- communicate an understanding of history, sources and evidence, and historical interpretations.

Values and Attitudes

Students:

- appreciate the influence of the past on the present and the future
- value the contribution of the study of Ancient History to lifelong learning and active and informed citizenship.

Outcomes

Table of Objectives and Outcomes – Continuum of Learning

For students undertaking Ancient History Life Skills:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Knowledge and Understanding

Objectives

Students:

- develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- develop an understanding of continuity and change over time.

Life Skills outcomes

A student:

AHLS6-1 engages with personal connections to history

AHLS6-2 engages with the concepts of time and chronology

AHLS6-3 explores continuity and change in the ancient world

AHLS6-4 explores events and developments of the ancient world

AHLS6-5 investigates features, people, places and societies in the ancient world

AHLS6-6 engages with perspectives of the past

AHLS6-7 investigates a range of historical aspects in understanding the past

Skills

Objectives

Students:

- undertake the process of historical inquiry
- use historical concepts and skills to examine the ancient past
- communicate an understanding of history, sources and evidence, and historical interpretations.

Life Skills outcomes

A student:

AHLS6-8 engages with a variety of sources to investigate the past

AHLS6-9 engages with differing interpretations and representations of the past

AHLS6-10 investigates the past using a variety of strategies to locate, select and organise information

AHLS6-11 communicates information about the past using historical terms and concepts

AHLS6-12 engages with the investigation of ancient history

Ancient History Life Skills and Related Ancient History Stage 6 Syllabus Outcomes

The Ancient History Life Skills Stage 6 outcomes align with the outcomes of the *Ancient History Stage 6 Syllabus* to provide opportunities for integrated delivery.

Knowledge and Understanding

| | |
|---|---|
| Objectives Students: <ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context develop an understanding of continuity and change over time. | |
| Life Skills outcomes A student: | Related Ancient History outcomes A student: |
| AHLS6-1 engages with personal connections to history | NA |
| AHLS6-2 engages with the concepts of time and chronology | NA |
| AHLS6-3 explores continuity and change in the ancient world | AH11-1 describes the nature of continuity and change in the ancient world AH12-1 accounts for the nature of continuity and change in the ancient world |
| AHLS6-4 explores events and developments of the ancient world | AH11-2 proposes ideas about the varying causes and effects of events and developments AH12-2 proposes arguments about the varying causes and effects of events and developments |
| AHLS6-5 investigates features, people, places and societies in the ancient world | AH11-3 analyses the role of historical features, individuals and groups in shaping the past AH12-3 evaluates the role of historical features, individuals and groups in shaping the past |
| AHLS6-6 engages with perspectives of the past | AH11-4 accounts for the different perspectives of individuals and groups AH12-4 analyses the different perspectives of individuals and groups in their historical context |

| | |
|--|---|
| <p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context develop an understanding of continuity and change over time. | |
| <p>AHLS6-7 investigates a range of historical aspects in understanding the past</p> | <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p> <p>AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world</p> |

Skills

| | |
|---|---|
| <p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> undertake the process of historical inquiry use historical concepts and skills to examine the ancient past communicate an understanding of history, sources and evidence, and historical interpretations. | |
| <p>Life Skills outcomes</p> <p>A student:</p> | <p>Related Ancient History outcomes</p> <p>A student:</p> |
| <p>AHLS6-8 engages with a variety of sources to investigate the past</p> | <p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> |
| <p>AHLS6-9 engages with differing interpretations and representations of the past</p> | <p>AH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH12-7 discusses and evaluates differing interpretations and representations of the past</p> |
| <p>AHLS6-10 investigates the past using a variety of strategies to locate, select and organise information</p> | <p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> |

| | |
|---|---|
| <p>Objectives</p> <p>Students:</p> <ul style="list-style-type: none"> • undertake the process of historical inquiry • use historical concepts and skills to examine the ancient past • communicate an understanding of history, sources and evidence, and historical interpretations. | |
| <p>AHLS6-11 communicates information about the past using historical terms and concepts</p> | <p>AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> |
| <p>AHLS6-12 engages with the investigation of ancient history</p> | <p>AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p> <p>AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past</p> |

Course Structure

| | |
|--------------------------------|---|
| Year 11 (120 hours) | Ancient History |
| | Investigating Ancient History <ul style="list-style-type: none"> • The Nature of Ancient History • Case Studies |
| Year 12 (120 hours) | Features of Ancient Societies |
| | Historical Investigation |
| | Cities of Vesuvius – Pompeii and Herculaneum |
| | Ancient Societies |
| | Personalities in their Times |
| | Historical Periods |

For Ancient History Life Skills:

- Students are not required to address or achieve all of the Ancient History Life Skills outcomes.
- Students are not required to complete all of the content to demonstrate achievement of an outcome.
- Outcomes and content should be selected to meet the particular needs of individual students.
- The case studies, topics and content focus provide possible frameworks for addressing the Ancient History Life Skills outcomes and content, and are suggestions only. Teachers have the flexibility to develop case studies and topics that will meet the needs, strengths, goals, interests and prior learning of their students.
- Examples provided under the content points are suggestions only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.
- Students may explore one case study/topic, part of a case study/topic or elements of the content as appropriate.
- The Historical concepts and skills content should be integrated throughout the course. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability. The case studies and topics provide the contexts through which concepts and skills should be developed.

Assessment and Reporting

A student undertaking Ancient History Life Skills will study selected outcomes and content, as identified through the [collaborative curriculum planning](#) process. The syllabus outcomes and content form the basis of learning opportunities for students.

[Assessment](#) should provide opportunities for students to demonstrate achievement in relation to the outcomes and to apply their knowledge, understanding and skills to a range of situations or environments, including the school and the wider community.

Evidence of student achievement of Life Skills outcomes can be based on a range of *assessment for learning* opportunities. There is no requirement for formal assessment of Life Skills outcomes. Schools are not required to report achievement using the Preliminary Common Grade Scale or assessment marks.

This information should be read in conjunction with requirements on the [Assessment Certification Examination \(ACE\)](#) website.

Additional advice is available in the *Principles of Assessment for Stage 6*.

Content

Content in Stage 6 Life Skills syllabuses is suggested. Content describes the intended learning for students as they work towards achieving one or more syllabus outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students.

Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



Learning Across the Curriculum

NSW syllabuses provide a context within which to develop core skills, knowledge and understanding considered important for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, communication and information technology skills.

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *Ancient History Life Skills Stage 6 Syllabus* in the following ways.

Aboriginal and Torres Strait Islander Histories and Cultures

The study of Ancient History enables students to investigate sites of significance to Aboriginal and Torres Strait Islander Peoples, and the preservation and conservation of those sites. Students develop skills to engage with relevant issues, enabling them to investigate the treatment and display of physical and human remains.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [*Principles and Protocols*](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's Engagement with Asia

In Ancient History, the study of Asia may include India and China in the ancient period through the study of physical remains, the nature of the sources, and the beliefs and practices of those societies. Students have the opportunity to compare and contrast features of society in India and China with those of other ancient societies. The study of Ancient History provides opportunities to develop an understanding of India and China in ancient times, through an examination of the role of individuals in society and key developments in particular historical periods.

Sustainability

The study of Ancient History provides an opportunity for students to explore the ways past people and communities depended upon and managed the Earth's resources. Access to natural resources in ancient times provided the motivation for settlement, migration, trade, conflict, and shaped the cultural development of ancient societies. An investigation of the relationship people had with their environment enables students to understand the use of technology in ancient times to access resources and control the environment.

Critical and Creative Thinking

Critical and creative thinking is inherent in the process of historical investigation. There are opportunities for students to consider the implications of any missing or questionable information in their investigation of historical topics. The process of historical inquiry provides opportunities for students to pose questions, select and cross-reference sources, and develop interpretations based on an assessment of the evidence available. Students can consider and reflect on alternative interpretations of the past.

Ethical Understanding

In Ancient History, students explore the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the context of their time compared with those of today. Students have opportunities, both independently and collaboratively, to explore the values, beliefs and principles that were the basis for the judgements and actions of people in the past.

Information and Communication Technology Capability

Information and communication technology (ICT) capability is important in the study of Ancient History, particularly in relation to historical investigation, analysis and communication. In Ancient History, students use digital tools and strategies to locate, access and process information. They use ICT skills and understanding to engage with evidence and to communicate historical information. Students have opportunities to evaluate websites and online communication, and the interpretations and representations of the past that they convey. This includes how and why such sites are constructed (for example, for ideological or political purposes, preservation, education and scholarship), the audiences they serve, and the techniques they use. They can develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the historical inquiry process.

Intercultural Understanding

Intercultural understanding is an important part of historical learning in Ancient History. Students explore culturally diverse perspectives and how these can change over time. They explore the historical contexts for those perspectives and the legacies of ancient societies in relation to the contemporary world. Students can develop an understanding of various societies and cultures of the ancient world, and that different ways of life provide a frame of reference for recognising and appreciating diversity in the contemporary world.

Literacy

Literacy is of fundamental importance in the study of Ancient History. Students access historical content through a variety of print, oral, visual, spatial and electronic forms, including inscriptions, reliefs, artefacts, sites, accounts of the past by ancient writers, and photographs, films and archived material. They learn about interpreting and extrapolating meaning from a variety of sources to identify evidence. They reflect on authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss and express their thoughts and ideas, supported by evidence. They are provided with opportunities to learn to monitor their own language for accuracy in the use of historical terms, clarity of ideas and explanations, conciseness of expression, and to articulate a position on an historical problem or issue.

Numeracy

Numeracy is valuable in the historical inquiry process, such as recognising patterns and relationships chronologically and spatially through the use of timelines and maps. In Ancient History, students have opportunities to investigate data, some of which is numerical in nature. They have opportunities to develop numeracy capability when they analyse and interpret statistical information to draw conclusions, for example in relation to change over time.

Personal and Social Capability

Personal and social capability is developed in Ancient History by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in Ancient History. Students can develop research and presentation skills to express and justify their views effectively to others. Through the study of individuals and groups in the past, students have opportunities to develop their ability to appreciate the perspectives and experiences of others. Students can develop social awareness through the study of relationships between individuals and groups in the ancient past.

Civics and Citizenship

Through the study of Ancient History, students explore how their own and other societies have organised themselves, and how the ideals and practices of their own democratic society compare to others. Investigation of the ancient world enables students to further their understanding of the rights and responsibilities of individuals, and how this has varied in different communities and over time. Students have the opportunity to explore past notions of citizenship through a wide variety of studies, including the roles of men and women, and the practice of slavery.

Difference and Diversity

The study of Ancient History provides students with the opportunity to investigate difference and diversity within and between past communities. Students explore the varying perspectives of individuals and groups and endeavour to understand the actions, values, attitudes and motives of people from the ancient past. Students can engage in the study of differing historical experiences, due to characteristics including race, gender and socioeconomic status.

Work and Enterprise

In Ancient History, investigation of the living and working conditions of people in the past provides insights into how the nature of work and enterprise has changed. Students have opportunities to explore similarities and differences in the nature of trade and economic activity, the use of resources, and the role of different groups. The study of industries and occupations that people of the ancient past engaged in allows students to better understand the needs and wants of past peoples, their social status, education and the values of the community of which they were a part.

Ancient History Life Skills Course Content

Course Structure

| | |
|--------------------------------|---|
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- Students are not required to complete all of the content to demonstrate achievement of an outcome.
- Outcomes and content should be selected to meet the particular needs of individual students.
- The case studies, topics and content focus provide possible frameworks for addressing the Ancient History Life Skills outcomes and content, and are suggestions only. Teachers have the flexibility to develop case studies and topics that will meet the needs, strengths, goals, interests and prior learning of their students.
- Examples provided under the content points are suggestions only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.
- Students may explore one case study/topic, part of a case study/topic or elements of the content as appropriate.
- The Historical concepts and skills content should be integrated throughout the course. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability. The case studies and topics provide the contexts through which concepts and skills should be developed.

Historical Concepts and Skills

The following skills should be integrated with the content of the course. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Analysis and use of sources











Outcomes

A student:

- › engages with a variety of sources to investigate the past AHLS6-8

Content

Students:

- recognise a variety of historical sources  
- identify the origin and purpose of historical sources   
- identify different types of sources
- identify relevant information from a range of sources 
- use sources to locate, select and use information 
- explore the usefulness of sources   
- demonstrate an understanding of historical inquiry

Historical interpretation










Outcomes

A student:

- › engages with differing interpretations and representations of the past AHLS6-9

Content

Students:

- recognise various historical ideas and representations
- identify historical ideas and representations   
- describe different historical ideas and representations 
- compare different historical ideas and representations 
- explore how different opinions in history can shape understanding    

Historical investigation and research









Outcomes

A student:

- › investigates the past using a variety of strategies to locate, select and organise information AHLS6-10

Content




Students:

- explore a range of archaeological and written sources  
- locate relevant information about the ancient past
- pose questions about the ancient past  
- engage with relevant sources to investigate questions  
- engage with a range of written and non-written sources to locate, select and organise information  

A student:

- › engages with the investigation of ancient history AHLS6-12

Students:

- engage with artefacts, sites and sources
- explore conservation and preservation of artefacts, sites and sources
- explore perspectives of individuals and groups  
- recognise issues in investigating the past 

Explanation and communication










Outcomes

A student:

- › communicates information about the past using historical terms and concepts AHLS6-11

Content

Students:

- recognise where information has come from  
- use historical terms and concepts appropriately    
- develop texts about the ancient past  
- demonstrate understanding of time and chronology 
- select and use a range of methods to communicate about the ancient past
- demonstrate an understanding of the nature of history
- demonstrate an understanding of historical features, people, ideas, movements, events and developments

Investigating Ancient History – The Nature of Ancient History

Outcomes

A student:

- › engages with personal connections to history AHLS6-1
- › engages with the concepts of time and chronology AHLS6-2
- › engages with a variety of sources to investigate the past AHLS6-8
- › engages with differing interpretations and representations of the past AHLS6-9
- › communicates information about the past using historical terms and concepts AHLS6-11
- › engages with the investigation of ancient history AHLS6-12

Related Ancient History outcomes: AH11-6, AH11-7, AH11-9, AH11-10, AH12-6, AH12-7, AH12-9, AH12-10

Content Focus

Students engage with the nature of ancient history through an investigation of relevant methods and issues. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

The following options are suggestions only. Teachers may develop their own options. Students may explore one option, part of an option or elements of the content as appropriate.

1. The Investigation of Ancient Sites and Sources
2. Historical Authentication and Reliability
3. The Representation of the Ancient Past
4. Preservation, Conservation and/or Reconstruction of Ancient Sites
5. Cultural Heritage and the Role of Museums
6. The Treatment and Display of Historic Artefacts, including Human Remains.

1. The Investigation of Ancient Sites and Sources

Content Focus

Students investigate the nature of ancient sites and sources, including the contribution of archaeology and science to our understanding of the past. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Content

Students:

- recognise the passage of time in their everyday life and explore the language of time 📅
- recognise different types of sources, for example primary and secondary sources, print and digital sources, written and non-written sources 📄 📱
- recognise that sources can be used to answer questions about the past, for example:
 - how people lived
 - why people may have lived that way
 - how and why life circumstances changed
- identify how time is measured, for example centuries 📅
- use the language of time in a range of contexts 🗣️ 📅
- identify some of the ways historians and archaeologists record history, for example written accounts, photographs, drawings, details of located artefacts 📄 📷
- identify places where historians can find sources to investigate the past 📄 🗣️
- identify objects from the ancient world
- locate, select and organise a range of sources that are records of their personal history, for example photographs, personal objects, videos, reports, awards 📄 🗣️
- use sources to explore the history of a familiar site, for example school, local building 📄 🗣️
- use sources to gain an understanding of events, personalities or places in the past 📄 🗣️ 🗣️
- use chronology to order events, personalities, changes and places from the past, for example construct and present a timeline of significant events in the history of their family 📅
- engage with sources relating to, for example:
 - the location and geographical features of ancient societies
 - everyday life of ancient societies 🗣️ 🗣️ 🗣️
 - ancient traditions, practices, customs and religious beliefs, eg buildings, ancient texts, ancient images 🗣️ 🗣️ 🗣️
- recognise the nature of archaeological excavation, eg recording and scientific techniques 📄
- explore the role of changing technologies in investigating and reconstructing the past 📄
- engage with historic sites and explore how they can provide historians with an understanding of events, people and developments in the past 🗣️ 🗣️ 🗣️
- recognise the role of ancient texts, oral traditions, inscriptions and iconography in order to gain an understanding of the ancient past 🗣️ 🗣️ 🗣️
- compare the ancient world with the present day 🗣️

2. Historical Authentication and Reliability

Content Focus

Students investigate problems relating to the authentication and reliability of ancient sources. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Content

Students:

- recognise how historians use sources to gather information about the past ✨
- recognise the process that historians use to decide if a source is reliable ✨
- recognise how historians use historical context to understand sources ✨ ⚖️ 🌐
- identify influences on interpretation ✨
- identify the type and origin of ancient artefacts, human remains and documents
- explore the role of sources and evidence in arriving at the 'truth' about the past ✨ ⚖️ 🌐
- recognise different experiences and perspectives of the past ⚖️ ✨
- use sources to identify differing experiences, interpretations and perspectives of the past
- explore myths and legends of the ancient world and their influence on perspectives
- explore the difference between fact and opinion
- recognise the reliability of ancient writers who did not witness the events they describe ⚖️ ✨ 🗣️
- compare differing experiences, interpretations and perspectives of the past ✨ ⚖️ ✨
- recognise scientific and comparative dating techniques for ancient sources including those by Aboriginal Peoples, for example documents and objects 🗣️ 📄
- identify ancient sources that are deemed to be forgeries over time ✨
- recognise the motivations of the perpetrators of fakes and forgeries, and explore the significance of this evidence for learning about the past 🗣️ ✨ 🌐
- explore challenges in the process of undertaking an historical investigation, for example:
 - supporting and contradictory evidence ✨ ⚖️
 - validity and reliability of sources ✨ ⚖️
 - problems of authenticity ✨ ⚖️
 - selectivity of evidence ✨ ⚖️
 - accuracy in recording findings ✨ ⚖️

3. The Representation of the Ancient Past

Content Focus

Students investigate ways in which the ancient past has been represented. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Content

Students:

- recognise different interpretations and/or representations of the past, for example art, myths and legends, memorials, museums, media, film, documentaries, multimedia, interactive media 🖱️📺📖
- use sources to identify differing interpretations and representations of the past 📺📖
- compare differing interpretations and representations of the past ⚖️⚖️⚖️
- explore the various ways a person, society or event from the ancient past has been represented over time, for example in modern and ancient times ⚖️📖
- recognise the reasons for the differing interpretations and/or representations ⚖️⚖️🌐

4. Preservation, Conservation and/or Reconstruction of Ancient Sites

Content Focus

Students investigate methods and issues related to the preservation, conservation and/or reconstruction of ancient sites. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Content

Students:

- identify the nature of historical sites, and the condition of the remains 🖐️👉
- identify the location of ancient sites 📄
- identify and explore the geographical features of ancient sites
- explore issues of conservation and preservation of the sites, eg external factors affecting the sites, for example environmental factors, pillaging, war 🖐️👉⚙️⚖️
- investigate how historical evidence may be lost, for example looting, war, natural disasters
- investigate how historical evidence may be lost and then later rediscovered, eg by chance, through fieldwork, settlement changes ⚙️
- outline World Heritage significance and identify sites that are listed 🌐
- recognise the methods used to preserve or reconstruct the sites
- identify responses made to protect ancient sites of World Heritage listing 🖐️⚙️⚖️📄👉
- explore how ancient sites are portrayed in popular culture, for example paintings, historical fiction, documentaries, museum displays 🖐️⚙️⚖️📄👉

5. Cultural Heritage and the Role of Museums

Content Focus

Students investigate the significance of artefacts in relation to cultural heritage, ownership and the role of museums. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Content

Students:

- explore their own personal and cultural heritage, including family artefacts
- explore an historically or culturally significant location in the local community, for example schools, parks, buildings, museums, memorials 🏛️
- explore the features of museums
- identify historical sources in relation to the society and culture to which they belong, for example ancient artefacts, ancient documents, art 🖐️ 🏛️ 🌐
- compare historical artefacts in museums to the original home of the artefact 🌐 🏛️ 🌐
- define illegal trade and looting in reference to archaeological sites 🖐️ 🏛️ 🌐 🌐
- explore a case study in which a stolen artefact is now the property of a museum 🌐 🏛️
- explore various ways in which museums collect, display and store artefacts
- identify and list the contributions of museums to our knowledge of history, for example public education, cultural identity 🖐️ 🌐 🏛️ 🌐

6. The Treatment and Display of Historic Artefacts, including Human Remains

Content Focus

Students investigate the preservation, analysis, significance, display and repatriation of historic artefacts, including human remains. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Content

Students:

- recognise that objects deteriorate over time if they are not preserved
- recognise factors that contribute to deterioration, for example environment
- identify artefacts from the ancient world
- explore ways the objects can be preserved 🖨️
- explore artefacts in the local community and how to look after them, for example at home, at school, at the museum, in the local community
- explore artefacts from an ancient world and how they were discovered 🖨️
- explore where artefacts and human remains were discovered, who discovered them and who removed them 🗑️
- investigate artefacts and human remains, and identify their condition and how they were preserved, for example environmental circumstances and cultural practices 🗑️ ⚙️
- explore modern preservation techniques 🖨️
- explore the role of changing technologies in preserving the past
- recognise the ways in which artefacts and human remains can be an historical source for understanding the society of the remains, for example social status, religion, health, environment, medicine 🌐 🗑️ ⚙️
- identify where and how artefacts and/or human remains are displayed, for example museums 🗑️ ⚙️

Investigating Ancient History – Case Studies

Outcomes

A student:

- › engages with personal connections to history AHLS6-1
- › engages with the concepts of time and chronology AHLS6-2
- › explores continuity and change in the ancient world AHLS6-3
- › explores events and developments of the ancient world AHLS6-4
- › investigates features, people, places and societies in the ancient world AHLS6-5
- › engages with perspectives of the past AHLS6-6
- › investigates a range of historical aspects in understanding the past AHLS6-7
- › engages with a variety of sources to investigate the past AHLS6-8
- › engages with differing interpretations and representations of the past AHLS6-9
- › communicates information about the past using historical terms and concepts AHLS6-11

Related Ancient History outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9

Content Focus

Students investigate aspects of the history of the ancient world using a range of sources. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

The case studies for students undertaking Ancient History Life Skills should develop students' historical knowledge, skills and understanding through the exploration of historical sources and content. Teachers may develop their own case studies and consider including the following aspects in the case study:

- methods of investigating the ancient past as relevant
- key historical features and issues
- the role of individuals and/or groups in their historical context
- key events and/or developments, their causes and how they shaped the past
- the significance of the site, individual or society.

The following case studies are suggestions only. Teachers may develop ideas and concepts from these case studies to address Life Skills outcomes if appropriate. Students may explore one case study, part of a case study or elements of the content as appropriate.

| Case studies from Egypt, Greece, Rome, Celtic Europe | Case studies from Australia, Asia, the Near East, the Americas |
|---|--|
| <ol style="list-style-type: none"> 1. Old Kingdom Egypt 2. Tutankhamun's tomb 3. Deir el-Medina 4. Alexandria 5. Thera 6. Troy 7. The Roman Games 8. The Celts 9. Boudicca | <ol style="list-style-type: none"> 1. Ancient Australia 2. The Shang Dynasty 3. Ashoka 4. Nineveh 5. Persepolis 6. Masada 7. Palmyra and the Silk Road 8. Teotihuacan 9. The Emergence of Early Societies |

Content

Students:

- explore historical background, as appropriate, for example:
 - brief historical overview of the ancient world 🌐
 - the historical change 🌐
 - location and geographical features 📍 🌐
 - significant people, their influence and power 📍 🌐
 - major cultures and sites 🌐
 - gods, legends and modern views of legends 🌐
 - the defining characteristics of the earliest societies, eg farming, social classes, writing, religion, rule of law, art and architecture, trade, diversity of language, burial customs 📍 🌐 🗿 🏛️
- identify the sources and evidence that have survived, as appropriate, for example:
 - early excavations and archaeological discoveries 🌐 📖
 - sources and their features eg houses, tombs, tomb paintings, burial vaults, shrines, sherds, records 🌐 📖
 - evidence of hunting tools, grinding stones, shell middens, replanting, land farming, scarred trees, carved trees, structures, rock carvings, iconography, human remains 📍 🌐 📖
 - evidence from archaeological remains, eg tombs, mosaics, amphitheatre mosaics, weapons, armour 🗿 🌐
 - oral history, eg Dreaming stories 📍 🌐
 - art, eg murals, glyphs, iconography, writing, tools and pottery, and the significance depicted of features of ancient societies 📍 🌐 📖
 - varying perspectives within sources 🗿
 - scientific analysis used to determine the age of sources 📖
 - the lack of evidence and the problems caused for historians 🗿

- explore aspects of ancient history using historical sources, as appropriate, for example:
 - what artefacts tell us about society, eg the social status of individuals, the beliefs and practices of the society, health and the environment 🌐 🏛️ 🌍 🏹 🏹
 - daily life: social classes, family, economic activity 🏠 🌍 🌟
 - social life: roles of citizens, role of the ruler, role of women, public entertainment, laws, living conditions 🏛️ 🌍
 - architecture: decoration, purpose and function of buildings 🏠 🌍
 - farming and agriculture 🏠 🏠 🌍 🌟
 - ancient manufacturing technologies 🏠 🏠 🏠 🏠
 - trade and influence of other cultures 🏠 🌐
 - religion: deities, funerary masks, ritual sacrifice, burials, beliefs and practices 🏛️ 🌍
 - representations in frescoes, mosaics, tomb epitaphs, graffiti, ancient texts 🌍
 - nature of warfare, armour, weapons, army organisation, fighting techniques, use of medicine in treating wounds 🌍
 - myth: its purpose, its use in values, religion, history 🏛️ 🌍
 - representations of key individuals and different perspectives 🏠 🏠 🏠 🏠 🏠
 - historical representations, eg those reflected in popular culture 🏛️ 🌍
 - examples of the development of writing and language 🌍 🏠
 - other sources and aspects of culture, eg the library, schools, poetry, the sciences and literature 🏛️ 🌍
 - the significance of sites to Aboriginal communities 🏠 🌍
 - principles of Indigenous cultural and intellectual property relevant to the investigation of sites 🏠 🏛️ 🌍 🏹
 - World Heritage sites: tourism at World Heritage sites, presentation of artefacts by museums and importance to culture, the protection and conservation of sites 🏠 🏠 🏠 🏠 🏠
 - methods of scientific analysis: forensic techniques, eg CT scans and DNA testing, and recent findings, new theories 🏠 🏠
 - views of the ancient world in popular culture in the 20th century 🏠

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the [*Principles and Protocols*](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Features of Ancient Societies

Outcomes

A student:

- › engages with personal connections to history AHLS6-1
- › engages with the concepts of time and chronology AHLS6-2
- › explores continuity and change in the ancient world AHLS6-3
- › explores events and developments of the ancient world AHLS6-4
- › investigates features, people, places and societies in the ancient world AHLS6-5
- › engages with perspectives of the past AHLS6-6
- › investigates a range of historical aspects in understanding the past AHLS6-7
- › engages with a variety of sources to investigate the past AHLS6-8
- › engages with differing interpretations and representations of the past AHLS6-9
- › investigates the past using a variety of strategies to locate, select and organise information AHLS6-10
- › communicates information about the past using historical terms and concepts AHLS6-11
- › engages with the investigation of ancient history AHLS6-12

Related Ancient History outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9

Content Focus

Using historical sources, students explore key features of ancient societies to develop an understanding of the features of ancient societies. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Students may undertake the study of ancient societies focusing on key features as appropriate for the societies selected. Students may explore one feature and society, part of a feature and society or elements of the content as appropriate. The following key features and societies are suggestions only. Teachers may develop studies of a different society which could include either the same or alternative key feature(s).

The key features and societies may be drawn from the following:

| Societies | | Key features |
|--|--|--|
| <ul style="list-style-type: none"> ● Egypt ● Phoenicia ● Assyria ● Persia ● Israel ● Mycenae ● Greece | <ul style="list-style-type: none"> ● Etruscans ● Carthage ● Rome ● Celtic Europe ● India ● China | <ul style="list-style-type: none"> ● Women ● Slavery ● Art and architecture ● Weapons and warfare ● Death and funerary customs ● Power and image ● Trade and cultural contact |

An appropriate historical period should be identified. The key feature(s) should be appropriate for the ancient society or societies selected.

The following are examples of some possible studies:

- Women in Ancient Greece and Rome
- Slavery in the Roman world
- Art and architecture in Imperial Rome
- Weapons and warfare in Ancient China
- Weapons and warfare – Carthage and Rome
- Death and funerary customs in Old Kingdom Egypt
- Power and image in Assyria – Neo-Assyrian Period
- Trade and cultural contact – Greek colonisation

Content

Students:

- explore the context of the society within the ancient world 🌐 🗳️
- explore key features of the ancient society 🗳️ 🌐 🗳️

The following features, as appropriate for the society, may be selected.

Women

The role and impact of women, for example:

- the everyday life of a woman, eg daily duties, clothing 🌐
- the role of women within the family 🌐 ✨
- the place of women in the social structure ✨
- the role in the workplace ✨ ✨
- the role of women in religion 🌐 ✨
- reasons for the status and role of women 🌐 ✨
- the impact and representation of influential women 🌐 ✨
- continuity and/or change in the role and impact of women
- the role and impact of women in comparison to present day in the local and wider community ✨

Slavery

The forms of slavery and its significance, for example:

- the origins and causes of the enslavement of people ✨ ✨
- men, women and children in slave groups and how they were treated 🌐
- the economic role of slavery 🌐
- slaves' relationship with masters 🗳️ 🌐
- key events that occurred in relation to slavery, eg revolts or rebellions 🗳️ ✨
- continuity and/or change in the forms of slavery and its significance

Art and Architecture

The nature and significance of art and architecture, for example:

- the types of art and architecture, eg paintings, sculptures, mosaics, tombs, temples and buildings 🗳️ 🗳️
- different styles of art and materials used 🌐
- the main features, materials, purpose and function of various forms of buildings ✨
- the role of art in the ancient society 🌐
- how different styles of art spread around ancient societies 🗳️
- the impact of a significant individual in the society in relation to art or architecture 🌐
- continuity and/or change in the nature and significance of art and architecture
- the nature and significance of art and architecture in comparison to present day in the local and wider community ✨

Weapons and Warfare

The development of weaponry and methods of warfare, for example:

- the types of weapons and warfare ⚙️ 📖
- examples of battles in the ancient society 🌐
- the role of armies 🌐
- different types of weapons 🌐
- the life of soldiers and their training ⭐
- the role of the military 🏛️ 🌐
- social and economic outcomes of warfare 🏛️ 🌐
- continuity and/or change in the development of weaponry and methods of warfare
- weaponry and warfare in comparison to present day 🏛️

Death and Funerary Customs

The different beliefs, rituals and funerary practices, for example:

- the types of religious beliefs ⚙️
- the key beliefs and rituals 🌐
- the impact of beliefs and rituals on society 🏛️ 🌐
- the concept of an afterlife 🏛️ 🌐
- funerary practices, eg burial sites, forms of burial, ceremonies and their associated beliefs 🌐
- continuity and/or change in the different beliefs, rituals and funerary practices
- beliefs, rituals and funerary practices in comparison to present day in the local and wider community 🏛️

Power and Image

The nature of different leaders and how they are portrayed in society, for example:

- the roles and images of the leader, eg kings and queens, political, military, religious leaders 🏛️
- the social hierarchy 🌐 🏛️
- how a leader contributes to a society 🏛️ 🌐 ⭐
- the way leaders are represented in ancient sources 📖
- the impact of a significant leader in the society ⚙️
- continuity and/or change in the nature of different leaders and how they are portrayed in society
- leaders in comparison to present day in the local and wider community 🏛️

Trade and Cultural Contact

The nature of trade and cultural contact, for example:

- the range of sources for trade and cultural contact between ancient societies ⚙️ 📖
- the motivations for trade, the evidence for trade routes (overland and/or maritime) and the types of goods that were traded 🌐
- the impact of trade on society 🏛️
- awareness of, and attitudes towards, other cultures 🏛️ 🌐
- the nature and impact of cultural contact between ancient societies, for example art, architecture, beliefs, language, intermarriage 🌐
- continuity and/or change in trade and cultural contact
- trade and cultural contact in comparison to the present day in the local and wider community 🏛️

Historical Investigation

Outcomes

A student:

- › engages with personal connections to history AHLS6-1
- › engages with the concepts of time and chronology AHLS6-2
- › explores continuity and change in the ancient world AHLS6-3
- › explores events and developments of the ancient world AHLS6-4
- › investigates features, people, places and societies in the ancient world AHLS6-5
- › engages with perspectives of the past AHLS6-6
- › investigates a range of historical aspects in understanding the past AHLS6-7
- › engages with a variety of sources to investigate the past AHLS6-8
- › engages with differing interpretations and representations of the past AHLS6-9
- › investigates the past using a variety of strategies to locate, select and organise information AHLS6-10
- › communicates information about the past using historical terms and concepts AHLS6-11
- › engages with the investigation of ancient history AHLS6-12

Related Ancient History outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10, AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10

Content Focus

Students engage in an historical investigation, designed to provide opportunities for students to further develop relevant investigative, research and presentation skills. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.





















The outcomes addressed in the investigation build on the Years 7–10 History Life Skills outcomes. Students should explore elements of the content as appropriate.

Possible historical investigations could include:

- aspects of society as revealed through sources
- the impact of an historical event on people at the time
- the significance of an historical development
- tracing the development of an aspect of the past over time through a thematic approach
- the contribution of an historical site to our understanding of the past
- constructions of the ancient past
- an interpretation or representation of an individual, group or event.

Content

The process of historical investigation could involve:

- planning an historical inquiry
- investigating the past using historical skills
- exploring a range of archaeological and written sources  
- identifying historical questions 
- posing questions about the past 
- developing a personal connection to historical investigations
- engaging with relevant sources to investigate questions 
- identifying what sources can reveal about the past 
- using a range of sources to locate, select and organise information  
- using a range of sources to develop historical knowledge and understanding
- describing historical issues
- using historical terms appropriately 
- recognising the significance of events and people in the past
- engaging with chronology and concepts, for example developing a timeline of an historical event, personality, period or concept 
- recognising different historical perspectives of people, events and issues  
- using sources to identify different perspectives about the past   
- examining sources for their usefulness
- using sources to develop opinions about history and historical issues  
- developing texts to communicate about the past
- presenting and communicating information using a range of oral, written and/or multimedia forms, including ICT   

Cities of Vesuvius – Pompeii and Herculaneum

Outcomes

A student:

- › engages with personal connections to history AHLS6-1
- › engages with the concepts of time and chronology AHLS6-2
- › explores continuity and change in the ancient world AHLS6-3
- › explores events and developments of the ancient world AHLS6-4
- › investigates features, people, places and societies in the ancient world AHLS6-5
- › engages with perspectives of the past AHLS6-6
- › investigates a range of historical aspects in understanding the past AHLS6-7
- › engages with a variety of sources to investigate the past AHLS6-8
- › engages with differing interpretations and representations of the past AHLS6-9
- › investigates the past using a variety of strategies to locate, select and organise information AHLS6-10
- › communicates information about the past using historical terms and concepts AHLS6-11
- › engages with the investigation of ancient history AHLS6-12

Related Ancient History outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10

Content Focus

Students investigate the range and nature of archaeological and written sources available for the study of the cities of Pompeii and Herculaneum, and explore issues relating to the reconstruction and conservation of the past. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

Students should explore elements of the content as appropriate.

Content

Students:

- locate the sites of Pompeii and Herculaneum 🌐
- identify natural features of Campania 🗺️ 🌐
- explore plans and streetscapes of Pompeii and Herculaneum 🌐
- recognise the eruption of AD 79 🌐
- identify early discoveries 🏛️ 🌐
- explore representations of Pompeii and Herculaneum over time 📺 📖
- explore the evidence provided by a range of sources, for example site layout, streetscapes, public and private buildings, ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human, animal and plant remains from Pompeii and Herculaneum, as relevant for:
 - the economy: trade, commerce, industries, occupations 🌐 ⭐
 - social structure: men, women, freedmen, slaves 🏛️ 🌐
 - everyday life, eg housing, leisure activities, transport, food and dining, clothing, health, baths, water supply, sanitation 🌐 ⭐
 - religion: temples, household gods, foreign cults and religion, tombs 🌐
 - influence of Greek and Egyptian cultures, eg art and architecture 🌐
- identify new technologies and how they are used in research ⚙️ 📺
- identify some issues of conservation, for example work being done on the plaster casts ⚙️ 🏛️
- identify the role of human remains and how they are displayed 🏛️
- recognise the impact of tourism ⚙️ 🏛️

Ancient Societies

Outcomes

A student:

- › engages with personal connections to history AHLS6-1
- › engages with the concepts of time and chronology AHLS6-2
- › explores continuity and change in the ancient world AHLS6-3
- › explores events and developments of the ancient world AHLS6-4
- › investigates features, people, places and societies in the ancient world AHLS6-5
- › engages with perspectives of the past AHLS6-6
- › investigates a range of historical aspects in understanding the past AHLS6-7
- › engages with a variety of sources to investigate the past AHLS6-8
- › engages with differing interpretations and representations of the past AHLS6-9
- › investigates the past using a variety of strategies to locate, select and organise information AHLS6-10
- › communicates information about the past using historical terms and concepts AHLS6-11
- › engages with the investigation of ancient history AHLS6-12

Related Ancient History outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10, AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9

Content Focus

Students explore the key features of ancient societies through a range of archaeological and written sources. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

The following options are suggestions only. Teachers may develop their own options. Students may explore one option, part of an option or elements of the content as appropriate.

- A. New Kingdom Egypt society to the death of Amenhotep III
- B. New Kingdom Egypt society during the Ramesside period
- C. Society in Israel from Solomon to the fall of Samaria
- D. Persian society at the time of Darius and Xerxes
- E. Society in China during the Han Dynasty 206 BC–AD 220
- F. Bronze Age – Minoan Crete
- G. Spartan society to the Battle of Leuctra 371 BC
- H. Athenian society in the time of Pericles.

Content

Students:

- explore the historical and geographical context, for example:
 - geographical setting, natural features, resources and neighbours ✨
 - significant sites 🌐
- explore cultural and everyday life, for example:
 - aspects of daily life and leisure activities 🌐 ✨
 - art, eg sculpture, jewellery and wall paintings 🌐
 - writing and literature, eg poetry 📖
- explore social structure and political organisation, for example:
 - the social structure ✨
 - the roles and status of women ⚖️
 - issues relating to gender and identity ✨ 🌐
 - the leaders within the society ✨ ⚖️
 - the structure of government and how it operated 🌐 ✨
 - the role of the army 🌐
 - the role of scribes, artisans and agricultural workers ✨
- explore economic industry, for example:
 - economy, eg barter, coinage and taxation ✨
 - occupations, crafts and industry, eg wood, stone, metal, mining 🌐 ✨
 - different types of industry ✨ ✨
 - transport and communications 📺 ✨
 - different types of technology, eg tools, building materials, techniques and construction ✨ 🌐
 - land ownership ✨
- explore religion, death and burial, for example:
 - deities, eg gods, goddesses, cults and priesthoods ⚖️ 🌐
 - religious symbols 🌐
 - rituals and festivals ⚖️
 - myths and legends ⚖️ 🌐
 - funerary customs, eg rituals, afterlife concepts, mummification 🌐 📖
 - the role of places of worship, eg temples 🌐
 - a significant place of worship 🌐
- explore the legacy of the society for our world cultural heritage, for example:
 - architecture
 - art
 - artefacts
 - music
 - dance
 - drama
 - science and medicine

Personalities in Their Times

Outcomes

A student:

- › engages with personal connections to history AHLS6-1
- › engages with the concepts of time and chronology AHLS6-2
- › explores continuity and change in the ancient world AHLS6-3
- › explores events and developments of the ancient world AHLS6-4
- › investigates features, people, places and societies in the ancient world AHLS6-5
- › engages with perspectives of the past AHLS6-6
- › investigates a range of historical aspects in understanding the past AHLS6-7
- › engages with a variety of sources to investigate the past AHLS6-8
- › engages with differing interpretations and representations of the past AHLS6-9
- › investigates the past using a variety of strategies to locate, select and organise information AHLS6-10
- › communicates information about the past using historical terms and concepts AHLS6-11
- › engages with the investigation of ancient history AHLS6-12

Related Ancient History outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10, AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9

Content Focus

Students engage in a study of personalities in the context of their time.

The following options are suggestions only. Teachers may develop their own options. Students may explore one personality or elements of the content as appropriate. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

- A. Egypt – Hatshepsut
- B. Egypt – Akhenaten
- C. The Near East – Sennacherib
- D. The Near East – Xerxes
- E. China – Qin Shihuangdi
- F. Greece – Pericles
- G. Greece – Alexander the Great
- H. Rome – Tiberius Gracchus
- I. Rome – Julius Caesar
- J. Rome – Agrippina the Younger.

Content

Students:

- explore the background and rise to prominence of the personality, for example:
 - family background 🏠 🌐 🏠 🏠
 - early years and education 🏠 🌐 🏠 🏠
 - marriage and relationships 🏠 🌐 🏠 🏠
 - career, ambition and leadership 🏠 🌐 🏠 🏠
 - role and contribution 🏠
 - rise to power 🏠 🌐 🏠 🏠
- explore the significance and impact of the personality on their ancient society and the wider world, for example:
 - key achievements 🏠 🌐 🏠 🏠
 - enemies and opposition
 - legacy 🏠 🌐
 - ancient and modern images and representations 🏠 🏠
- explore the historical context of the personality, for example:
 - the ancient society the personality was a part of 🏠 🌐 🏠
 - the location and geography of the ancient society
 - key features of the ancient society 🏠 🌐

Historical Periods

Outcomes

A student:

- › engages with personal connections to history AHLS6-1
- › engages with the concepts of time and chronology AHLS6-2
- › explores continuity and change in the ancient world AHLS6-3
- › explores events and developments of the ancient world AHLS6-4
- › investigates features, people, places and societies in the ancient world AHLS6-5
- › engages with perspectives of the past AHLS6-6
- › investigates a range of historical aspects in understanding the past AHLS6-7
- › engages with a variety of sources to investigate the past AHLS6-8
- › engages with differing interpretations and representations of the past AHLS6-9
- › investigates the past using a variety of strategies to locate, select and organise information AHLS6-10
- › communicates information about the past using historical terms and concepts AHLS6-11
- › engages with the investigation of ancient history AHLS6-12

Related Ancient History outcomes: AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10, AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9

Content Focus

Through an exploration of the archaeological and written sources of historical periods, students explore the nature of power and authority, and significant developments that shaped the historical period. The Historical concepts and skills content should be integrated as appropriate. These skills provide opportunities to engage with the concepts of causation, continuity and change, perspectives, significance and contestability.

The following historical periods are suggestions only. Teachers may develop their own options. Students may explore one historical period, part of a historical period or elements of the content as appropriate.

- A. New Kingdom Egypt to the death of Thutmose IV
- B. New Kingdom Egypt – Amenhotep III to the death of Ramesses II
- C. The Ancient Levant during the First Temple period c. 970–586 BC
- D. Persia – Cyrus II to the death of Darius III
- E. Imperial China: The Qin and Han 247–87 BC
- F. The Greek World 500–440 BC
- G. 4th–Century Greece to the death of Philip II
- H. The fall of the Roman Republic 78–31 BC
- I. The Augustan Age 44 BC–AD 14
- J. The Julio-Claudians AD 14–69.

Content

Students:

- explore significant individuals, for example:
 - key achievements ✨
 - impact on the historical period 🌐 🏛️ ✨
 - legacy 🌐 🏛️
- explore significant events, for example:
 - factors contributing to the events
 - features of the events
 - impact of the events
- explore significant developments, for example:
 - geographical boundaries
 - political policies ⚖️ 🌐
 - religion and power ⚖️ 🌐
 - royalty and leadership 🌐
 - rise and/or decline of ancient societies and/or empires ⚙️
- explore foreign relations and changing boundaries, for example:
 - role of the army ⚙️ 🌐
 - relations with neighbouring areas ⚖️ 🌐
 - war and peace 🌐
 - changing relationships with other societies ⚖️ 🌐 🏛️

Glossary

| Glossary term | Definition |
|--|---|
| Aboriginal and Torres Strait Islander Peoples | <p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups each associated with a particular Country or territory. Torres Strait Islander Peoples whose island territories to the north east of Australia were annexed by Queensland in 1879 are also Indigenous Australians and are represented by five cultural groups.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community in which they live. |
| Aboriginal Cultural Protocols | <p>Aboriginal Cultural Protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected.</p> |
| Ancient | <p>As defined in the NSW <i>Ancient History Stage 6 Syllabus</i>, the Ancient period covers history from the development of early human communities to the end of late antiquity (around AD 650).</p> |
| ANZAC | <p>The word ANZAC refers to the Australian and New Zealand Army Corps (ANZAC) troops who first fought at Gallipoli in Turkey from April to December 1915.</p> |
| causation | <p>A process that includes a range of possible reasons for an historical event, situation or development.</p> |
| chronology | <p>A chronology places events and dates in order in time.</p> |
| colonisation | <p>In Modern History – a process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty according to its own law, rather than by the laws of the colonised, and may involve dispossession of land.</p> <p>In Ancient History – a process by which ancient societies establish settlements in other lands and establish trading connections.</p> |
| concepts | <p>The key ideas that shape the practice of the discipline of history, eg causation, continuity, change, and significance. They provide the scope for judgement, interpretation and argument and are the major means by which knowledge is constructed, analysed, questioned and represented.</p> |

| Glossary term | Definition |
|--|---|
| contestability | Contestability involves examining how interpretations and representations of the past differ, for example as a result of using differing evidence or resulting from different perspectives. |
| continuity and change | Aspects of the past that have remained the same over a period of time or have changed over time. Change can be understood as a 'process'. |
| dispossession | The removal of people from their lands which had been occupied and cared for by their ancestors over thousands of years. |
| evidence | The information elicited and interpreted from a source that is used to support an historical argument or inform a specific historical inquiry. |
| heritage | Tangible or intangible aspects of the past that are valued by an individual, group, community or nation as a result of birth, inheritance or membership. It can also be applied to significant examples of the human or natural environment. |
| historical authentication | A process of verifying the origins of an artefact or object and establishing it as genuine. |
| historical inquiry | The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation. |
| historiography | The study of how history is constructed. It involves the critical analysis and evaluation of historical methodologies and the way history has been written over time. |
| ideology | A framework of beliefs that guides actions, for example fascism and communism. |
| Indigenous cultural and intellectual property | Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory. |
| Indigenous peoples | This term is used when referring collectively to the first peoples of a land in international communities. |
| interpretation | A way of understanding and explaining what has happened in the past. The discipline of History acknowledges that there is often more than one view of what has happened in the past. |
| Modern | As defined in the NSW <i>Modern History Stage 6 Syllabus</i> , the period of time in the modern world generally between 1750 and the present. |

| Glossary term | Definition |
|-----------------------------|--|
| perspective | A point of view from which historical events, problems and issues can be analysed, for example the perspective of an individual or group in the past. This may involve empathetic understanding – the capacity to enter into the world of the past from the point of view of a particular individual or group from that time, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions. |
| reconstruction | A process of piecing together evidence from sources to develop an understanding or picture of the past. It may include the physical reconstruction of ancient sites. |
| reliability | Consideration of the context, purpose, origin and audience of a source, in order to determine how accurately an area of historical study is represented. A source is neither reliable or unreliable in and of itself. It can only be judged reliable or useful for the question that is asked. Reliability requires an understanding of perspective. |
| representation | A portrayal of the past that may reflect a popular view within society, past or present, or that may be constructed by historians. |
| significance | The importance attributed to a particular aspect of the past such as an individual or event. Significance involves an understanding of the various considerations which cause different groups at different times to judge aspects of the past more or less historically significant. |
| source | Any written or non-written materials that can be used to investigate the past. A source is used to elicit 'evidence' in order to answer a specific historical question, inform an historical inquiry, or to support or refute an interpretation. |
| terms | A word or phrase used to describe abstract aspects or features of the past, eg imperialism, democracy or republic; and more specific features such as trench warfare, or a dictator, gladiator or vizier. |
| <i>terra nullius</i> | A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. |