

# Units 3 and 4: Ancient history

Egypt, Greece and Rome were major civilisations of the ancient Mediterranean. They have bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, all three societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

These units highlight the importance of primary sources to historical inquiry about ancient civilisations.

In developing a course, teachers select two societies to be studied from Egypt, Greece and Rome, one for Unit 3 and one for Unit 4. For the two selected societies, both areas of study must be undertaken. Students are expected to demonstrate a progression from Unit 3 to Unit 4 in historical understanding and skills.

## Area of Study 1: Unit 3 and Unit 4

### Living in an ancient society

- *What was it like to live in ancient Egypt, Greece or Rome?*
- *What were the social, political and economic features of life?*
- *Why were these features significant?*

In this area of study students explore the historical significance of social, political and economic features of Egypt, Greece or Rome. In terms of social features, the existence of hierarchies meant that individual experiences varied enormously. There were profound differences in the experiences of men and women, locals and foreigners, slaves and free people. Students also explore the significance of political institutions and the distribution of power between groups, and tensions resulting from such differences. They investigate the significance of economic features of life, including agriculture, industry and trade.

The social, political and economic features of society are interrelated and change over time. Students consider the causes and consequences of these changes both from within the society and from external catalysts such as trade, warfare and the exchange of ideas. Such inquiry involves the use of written sources and the material record. ~~The social, political and economic features of ancient societies had profound implications for the lives of large numbers of people and these can be explored through archaeological sites. In this area of study students evaluate the significance of a specific archaeological site in terms of how it enhances understanding of the social, political and economic features of an ancient society.~~

For Egypt, students examine the social, political and economic features of life during the New Kingdom, ~~the Third Intermediate Period and the Late Period.~~ They also investigate the social, political and economic features of **Egypt in the period 1550–332 BC.** ~~They examine causes and consequences of fragmentation of the state and war between Egypt and external powers. Students engage in an investigation of the archaeological site of the Karnak temple complex.~~

For Greece, students examine the social, political and economic features of life during the Archaic Period. They also investigate social, political and economic features of Athens and Sparta to 454 BC. Furthermore, they examine the causes and consequences of the conflict between Greece and Persia. ~~Students engage in an investigation of the archaeological site of the Parthenaic Way.~~

For Rome, students examine social, political and economic features of the early development of Rome and life under the Kings. They also investigate the social, political and economic features of the Roman Republic. Furthermore, they examine the causes and consequences of the conflict between Rome and Carthage. ~~Students engage in an investigation of the archaeological site of Rome's ancient harbour, Ostia Antica.~~

## Outcome 1

On completion of this unit the student should be able to explain and analyse the social, political and economic features of an ancient society.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### Key knowledge

#### Egypt (1550–332 BC):

- the social, political and economic features of New Kingdom Egypt under the Eighteenth Dynasty, including the impact of the physical environment, expansion of the New Kingdom, the ruler as god-king, reigns of kings such as Hatshepsut and Thutmose III, civil administration, and roles of men and women, the nobility, the scribes, the artisans, the agricultural workers and the slaves
- the social, political and economic features of New Kingdom Egypt under the subsequent Nineteenth and Twentieth Dynasties, including the impact of the Hittite wars with reference to the Battle of Kadesh (1274 BC) and the treaty between Ramesses II and Khattushili III, war with the Libyans and Sea Peoples, the decline of tribute, trade and royal power
- the social, political and economic features of Egypt during the Third Intermediate Period, including the fragmentation of Upper and Lower Egypt during the Twenty-First Dynasty, the ascendancy of Libyan power in Egypt, conquests by Kush and Assyria, and the reigns of Late Period kings such as Necho II and Amasis II
- warfare and its impact on the social, political and economic features of Egypt (to 332 BC), including the conquest by Cambyses II, the First Persian Period (525–404 BC), the Second Persian Period (343–332 BC), the rebellions and the brief restoration of Egyptian independence
- ~~the social, political and economic features of life as revealed by the archaeological site of the Karnak temple complex, including the relationship between Karnak and Thebes, the Precinct of Amun-Re, the Precinct of Mut, and the Ramesseum.~~

#### Greece (800–454 BC):

- the social, political and economic features of Archaic Greece (from 800 BC), including the impact of the physical environment, the roles of men and women, the polis, oligarchy, tyranny, agriculture, slavery and colonisation
- the social, political and economic features of Sparta, including social classes (Spartiates, Perioikoi, and Helots) and government (kings, the Council of Elders, the Council of Ephors, and the Assembly), trade and taxation
- the social, political and economic features of Athens, including classes of citizenship (pentakosiomedimnoi, hippeis, zeugitai and thêtes) and government (the reforms of Solon, the overthrow of tyranny and the reforms of Cleisthenes), trade and taxation
- warfare and its impact on the social, political and economic features of Greece (to 454 BC), including the Ionian Revolt and the first and second Persian invasions
- ~~the social, political and economic features of life as revealed by the archaeological site of the Panathenaic Way (including the Agora, the Areopagus, the Propylaea and the Acropolis) and the festival of the Panathenaia.~~

#### Rome (c.700–146 BC):

- the social, political and economic features of the early development of Rome, including peoples of pre-Roman Italy, people and geography of Latium, Etruscan influences, site of Rome, foundation narratives, and the growth of Rome from village to city
- the social, political and economic features of Rome under the Kings, including hierarchy, family (the paterfamilias, men, women, children and slaves), freedmen, patrons and clients, patricians and non-patricians, the senate, monarchy, agriculture and commerce
- the social, political and economic features of the Roman Republic, including the consulship, priestly colleges and priesthoods, plebs, plebeian institutions, the struggle of the Orders, the Twelve Tables, changes in public offices, the cursus honorum, militarism, land tenure, and colonisation

- warfare and its impact on the social, political and economic features of Rome (to 146 BC), including the Roman conquest of Italy and the wider struggle for supremacy in the Mediterranean, including the First Punic War (264–241 BC), the Second Punic War (218–201 BC), and the Third Punic War (149–146 BC)
- ~~the social, political and economic features of life as revealed by the archaeological site of Rome's ancient harbour, Ostia Antica, including paintings discovered at the site, and the social, political and economic features of temples, shrines, houses, apartments, warehouses, workshops, shops, baths and the aqueduct.~~

### Key skills

- ask questions about the social, political and economic features of an ancient society to inform historical inquiry
- evaluate the historical significance of the social, political and economic features of an ancient society
- analyse the causes and consequences of the social, political and economic features of an ancient society
- analyse continuity and change relating to the social, political and economic features of an ancient society
- analyse the beliefs and values of people from the period
- evaluate the perspectives of people from the ancient past on the social, political and economic features of their society
- evaluate historical interpretations of the significance of the social, political and economic features of an ancient society
- construct arguments about the significance of the social, political and economic features of an ancient society using primary sources and historical interpretations as evidence.

## Area of Study 2: Unit 3 and Unit 4

### People in power, societies in crisis

- *How did crises change ancient societies?*
- *How did key individuals contribute to such events?*
- *How might we judge the historical significance of these crises and the individuals who took part in them?*

In this area of study students explore a crisis in ancient Egypt, Greece or Rome with particular reference to the role of individuals in shaping events. Crises take the form of internal political struggles, civil war and conflict between states. To understand these turning points students evaluate the causes and consequences of the crisis. Students also explore how key individuals influenced events. In some cases, individuals made decisions that shaped their societies. On the other hand, the power of individuals was limited in a range of ways. To comprehend these people, students explore how their beliefs, values and attitudes informed their actions. Investigation of these individuals deepens students' understanding of human agency.

For Egypt, students explore the tensions of the Amarna Period in New Kingdom Egypt. Abandoning the name Amenhotep IV, Akhenaten ('Spirit of Aten') favoured the worship of Aten, the sun disk. He was supported in this change by his wife, Nefertiti. The worship of Aten was at odds with the traditional order. The resulting tensions were only resolved by the restoration of the status quo under Tutankhamun.

For Greece, study of the Peloponnesian War (431–404 BC) reveals a different form of crisis. The conflict was fought between the Athenian Empire and the Peloponnesian League. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken. Analysis of the involvement of the key individuals Pericles, Alcibiades and Lysander reveal the different aims, motives and perspectives at work at various stages of the conflict.

For Rome, some historians argue that the demise of the Republic began with the election of Tiberius Gracchus as tribune, his attempts at reform and his death. The crisis gathered momentum under Gaius Gracchus, Gaius Marius, Sulla and Pompey. In the climactic final years of the crisis, Julius Caesar, Cleopatra VII and Augustus were important figures in the struggle for mastery of the Roman world.

The focus of this area of study is on a crisis in the selected society and three individuals drawn from the same society. The selected society is the same as that chosen for Area of Study 1 for Unit 3 or Unit 4.