

VCE Unit 3 and 4 History – Overview of the Victorian Curriculum and Assessment Authority Study Design 2022 - 2026

ANCIENT HISTORY

In Units 3 and 4 Ancient History students investigate the features of two ancient societies, and a significant crisis and the role of individuals in these ancient societies. Egypt, Greece and Rome were major civilisations of the Mediterranean and bestowed a powerful legacy on the contemporary world. Students explore the structures of two of these societies and a period of crisis in its history, one for Unit 3 and one for Unit 4.

In developing a course, teachers select two ancient societies to be studied, one for Unit 3 and one for Unit 4. The ancient society selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The ancient society selected for Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2. Select two ancient societies from the following:

- Egypt
- Greece
- Rome.

Area of Study 1: Units 3 and 4 – Living in an ancient society

- *What were the social, political and economic features of an ancient society?*
- *Why were these social, political and economic features significant?*
- *How did the society develop and change?*

Key Knowledge

Egypt (1550–1069 BCE):

- the social features of the New Kingdom Egypt and how these features may have influenced the development of the ancient society, including religious practices and cultural expressions, the role of the god-king, the god's wife of Amun, the status of women, priesthoods, scribes, artisans, agricultural workers; the building programs of Hatshepsut, Thutmose III, Rameses II and Rameses III; the temple of Karnak, funerary customs, the tomb of the Vizier Rekhmire and other noble tombs; the tomb of Seti I and other royal tombs; the social structure; the occupations at the workers' village at Deir el-Medineh
- the political features of and changes in the New Kingdom Egypt, including the civil administration, the role of scribes, the presentation of the king as warrior, expressions of power, and the role and structure of the army
- the economic features of the New Kingdom Egypt and how these features may have caused social and political change, including commerce and trade at the workers' village at Deir el-Medineh; strikes and tomb robberies; the contributions of Hatshepsut, Thutmose III, Rameses II and Rameses III to commerce, trade and tribute in the Near East and East Africa
- the causes, course and consequences of warfare and conflict, including the military campaigns of Thutmose III, Rameses II, Merneptah and Rameses III; the Battle of Kadesh (1274 BCE) and subsequent treaty between Rameses II and Hattusili III; and 20th Dynasty wars with Libya and the Sea Peoples; and the growth and territorial expansion of Egypt into East Africa and across the Near East.

Greece (800–454 BCE):

- the social features of Ancient Greece and how these features may have influenced the development of the ancient society, including the polis as a cultural and religious institution; the role, status and civic obligations of men, women, metics and slaves; and the social classes of Athens (pentakosiomedimnoi, hippeis, zeugitae and thêtes) and Sparta (Spartiates, Perioikoi, and Helots); the comparison of these social features in Athens and Sparta
- the political features of and changes in Ancient Greece, including factors that fostered political developments and the aristocracy, oligarchy and tyranny; the causes and political impact of reforms implemented by Solon, Pisistratus, Cleisthenes and Ephialtes on the Athenian constitution, government and political institutions (archonship, boule, ekklesia, heliaea, areopagus and ostracism); the Spartan constitution; the impact of reforms introduced by Lycurgus to the Spartan constitution, government and political institutions (dual monarchy, gerousia, ephors and apella); and foreign policy and expressions of power in Athens and Sparta
- the economic features of Ancient Greece and how these features may have caused social and political change, including pressures on Greece caused by the physical environment of the polis and its hinterland; the use of agriculture; the impact of the changing population numbers on Greece; the character and effects of colonisation, tyranny, national and international trade; the economic reforms of Solon
- the causes, course and consequences of warfare and conflict, including the Ionian revolt; the Persian invasions of 490 and 480–479 BCE; Spartan expansionism into Messenia; and the development and use of the Peloponnesian League by Sparta and the Delian League by Athens, and its transformation into the Athenian hegemony.

Rome (c.753–146 BCE):

- the social features of Ancient Rome and how these features may have influenced the development of the ancient society, including foundation narratives, religious practices and cultural expressions, the development of religious institutions, the paterfamilias, the role of women, the social hierarchy, relationships between patrons and clients, the role of slaves, and militarism
- the political features of and changes in Ancient Rome, including the rule of the kings, the oligarchy, the Revolution of 509 BCE, patricians and plebeians, the Conflict of the Orders, government and the role of political institutions (the senate, assemblies, plebeian institutions, magistracies and the cursus honorum), the Twelve Tables, and expressions of power
- the economic features of Ancient Rome and how these features may have caused social and political change, including the growth of Rome from village to city, land tenure, the development of trade and commerce and the growth of slavery
- the causes, course and consequences of warfare and conflict, including the territorial expansion of Rome (the Battle of Lake Regillus, the conquest of Veii, the Sack of Rome by the Gauls, the Second Samnite War and the war with Pyrrhus) and the wider struggle for supremacy, and expansion in the Mediterranean (the First Punic War 264–241 BCE, the Second Punic War 218–202 BCE, the Third Punic War 149–146 BCE, and the significance of the conquest of Greece).

Area of Study 2: Units 3 and 4 – People in power, societies in crisis

- *What were the causes of the crisis in the ancient society?*
- *How did the consequences of the crisis change ancient societies?*
- *What were the roles, motives and influences of significant individuals in contributing to the crisis?*
- *What are the different historical interpretations of the crisis?*

Key Knowledge

Egypt – The Amarna Period (1391–1292 BCE):

- the causes of the crisis in the Amarna Period, including the reign of Amenhotep III, the relationship between the priests of the Amen-Ra cult and the king, and changes to traditional religious beliefs and practices
- the causes, course and consequences of key developments in the crisis, including the transfer of the capital to Akhetaten, changes in art and architecture (representations of Aten, Akhenaten, Nefertiti and the royal family), the supposed withdrawal of the king from the governance of Egypt, military and foreign policy and the relationships of Amarna kings with foreign powers, ‘brother’ kings and vassals
- the role, motives and influence of the following individuals:
 - Amenhotep III, including his religious beliefs and practices, building projects at the temple at Karnak and Malkata, the mortuary temple, and comparison to earlier kings of the Eighteenth Dynasty
 - Amenhotep IV/Akhenaten, including background and influences, his early reign as Amenhotep IV, the building program and talatat building principles at East Karnak and Akhetaten, the foundation of Akhetaten as observed in the boundary stelae, Amarna Letters, hymn to the Aten, and tomb reliefs
 - Nefertiti, including theories about her origins and parentage, representations at Karnak and at Amarna, representations as wife and mother, and the debate about co-regency and/or independent rule
 - Tutankhamun, including origins and influences, the relationship with Akhenaten’s daughter Ankhesenamun, the restoration of traditional religious practices, his likely cause of death, and burial in the Valley of Kings.

Greece – The Peloponnesian War (460–404 BCE):

Key Knowledge

- the causes of the Peloponnesian War (460–404 BCE), including the Athenian hegemony, the Peloponnesian League, the long-term rivalry between Athens and Sparta, Athenian naval power and Spartan hoplite supremacy, the impact of the First Peloponnesian War (460–c.445 BCE), the Thirty Years Peace, the significance of the Long Walls of Athens, the role of Corinth, the crises at Corcyra and Potidaea, and the Megarian Decree
- the causes, course and consequences of key developments in the crisis, including the Archidamian War, the strategies of Athens and Sparta, the plague at Athens, the role of Cleon and Brasidas in the course of the war, the Peace of Nicias, the Sicilian Expedition and its impact on Athens, the Deceleian (Ionian) War, the oligarchic revolution of 411 BCE in Athens, and the intervention of Persia

- the role, motives and influence of the following individuals:
 - Pericles, including family background, early career, military roles, democratic reforms, building programs, leadership of Athens early in the Peloponnesian War, his relationship with Archidamus, and his death
 - Nicias, including family background, early career, military roles and rivalry with Cleon, roles in Peace of Nicias and the Sicilian Expedition, and his relationship with Alcibiades
 - Alcibiades, including family background, early career, the Sicilian Expedition, refuge in Sparta, coup of 411 BCE, the Four Hundred, his recall to Athens, military contributions, and his relationship with Nicias
 - Lysander, including family background, naval commands, the fall of Athens, installation of the Thirty Tyrants, and his relationship with Cyrus the Younger.

Rome – The fall of the Republic (133–23 BCE):

Key Knowledge

- the causes of the demise of the Roman Republic, including the tribunes of Tiberius and Gaius Gracchus, the military and political career of Gaius Marius, military reforms of Gaius Marius, and the military and political career of Cornelius Sulla
- the causes, course and consequences of key developments in the crisis, including the dictatorship of Sulla, the military and political career of Pompey, the formation and collapse of the unofficial alliance known as the First Triumvirate, the Civil Wars, the dictatorships and assassination of Julius Caesar, the formation and the collapse of the legally enshrined Second Triumvirate and the Battle of Actium (31 BCE)
- the role, motives and influence of the following individuals:
 - Cornelius Sulla, including his military and political career, his rivalry with Marius, the march on Rome, his dictatorship, and restoration of senatorial power
 - Pompey, including his military and political career, involvement in the First Triumvirate, and his undermining of constitutional norms
 - Julius Caesar, including his ascension through the *cursus honorum*, priesthoods, alliance with Pompey and Crassus in the First Triumvirate, the Gallic Wars, his rivalry with Pompey, the influence of Cleopatra, dictatorships and assassination
 - Octavian/Augustus, including his adoption by Julius Caesar, political career, involvement in the Second Triumvirate with Mark Antony and Lepidus, rivalry with Mark Antony, use of propaganda, the exploitation of Mark Antony and Cleopatra's relationship, the Battle of Actium, the settlement of 27 BCE, and the settlement of 23 BCE.

AUSTRALIAN HISTORY

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

In developing a course, teachers select two historical investigations to be studied, one for Unit 3 and one for Unit 4 from the list below. The historical investigation selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The historical investigation selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

Select two historical investigations from the following:

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992).

Area of Study 1: Units 3 and 4 – Foundations

- *What were the foundations of continuity and change in Australia?*
- *How did significant individuals and movements demand and/or resist change?*
- *How were Australians challenged over time by ideas and events?*
- *To what extent were there continuities and changes in Australian society?*
- *How did Australians influence and experience continuity and change?*

[From custodianship to the Anthropocene \(60,000 BCE–1901\):](#)

Key Knowledge

- the significant events that contributed to environmental changes in Australia, including Aboriginal management of land and country using fire, hydraulic engineering and stone quarrying; European settlement, pastoralism and expansion into the interior; the gold rushes; Black Thursday 1851; Murray River irrigation; the Federation drought; and the creation of national parks (Royal National Park, NSW 1879 and Tower Hill, Victoria 1892)
- the ideas that influenced attitudes towards and perspectives about the land, including Aboriginal custodianship, British colonisation and the concept of *terra nullius*, the doctrine of land improvement, colonial and settler ideologies about land ownership and progress, and Aboriginal and Torres Strait Islander peoples' reactions, adaptations and responses to European ideas
- the diverse and competing perspectives on land and environment held by Aboriginal and Torres Strait Islander peoples and European colonisers, including Aboriginal beliefs about the sacredness and custodianship of the land, European and British beliefs about private property and other forms of land use, and growing appreciation and representations of the environment
- the extent to which colonisation changed land use and the consequences for both Aboriginal people and colonists, including disruption of Aboriginal custodianship and culture, resource extraction, growth of colonist population and food production, land degradation, urbanisation, the decline of native plants and animals, and the introduction of non-native species.

Creating a nation (1834–1913):

Key Knowledge

- the significant events that contributed to the global movement of peoples and changing patterns of migration to and within the colonies and federated Australia, including conditions in Great Britain, Ireland and Asia; the colonisation and settlement of the Port Phillip District; the gold rushes; the foundation of the *Aboriginal Protection Act 1869* (Victoria) and the *Half-caste Act 1886* (Victoria); the origins, introduction and implementation of White Australia policies and the *Commonwealth Maternity Act 1912*
- the ideas that influenced attitudes to and perspectives on migration to the colonies and federated Australia, including imperialism, national identity, race, sectarianism, assimilation, perceptions of threat to Australian sovereignty, economic theories, class and social hierarchies
- the diverse and competing perspectives on race, migration and changing population patterns in the colonies and federated Australia, including those of Aboriginal and Torres Strait Islander peoples, economic arguments, pastoral and non-pastoral free settlers, Chinese migrants, and the role of booster literature and letters home
- the extent to which colonial society and federated Australia was changed and/or remained the same through patterns of migration and forced movement of peoples, including social and economic experiences and attitudes to race, wealth and status; the experiences and contribution of women; the management, control and land dispossession of Aboriginal and Torres Strait Islander peoples by protection boards and on reserves; colonial legislation on race and migration; the constitutional and legislative decisions after Federation; and ideas of citizenship in the new nation.

Power and resistance (1788–1913):

Key Knowledge

- the significant events that contributed to political continuity and change in Australia, including the frontier battles and conflicts, agitation for local self-government, the Eureka Stockade and political ferment on the goldfields, the campaigns for political and economic rights for women and workers, the formation of labour parties, constitutional conferences and popular debates for federation and the constitutional, legislative and judicial decisions after Federation
- the ideas that influenced attitudes to and perspectives on beliefs about power and authority, including Chartism and New Unionism, economic debates regarding free trade and protectionism, liberalism, and ideas about class and equality for women
- the diverse and competing perspectives on governance, democracy and the exercise of power, including responses to, resistance to and adaptation by Aboriginal and Torres Strait Islander peoples; debates over democracy, responsible government and the franchise in colonial governments; the political demands of the squattocracy; demands to access land selection; the development of unions; campaigns for female suffrage; and visions for a social laboratory and a workingman's 'paradise'
- the extent to which power and authority changed and/or remained the same, including the consequences for Aboriginal and Torres Strait Islander peoples, the establishment of responsible government, the expansion of voting rights, the outcomes of strikes and

industrial unrest, participation of women, the framing of the Constitution and legislative and judicial decisions after Federation, labour rights and conditions, the Harvester Judgement, the growth of unions and political parties, and the ways in which different groups experienced these changes.

War and upheaval (1909–1950):

Key Knowledge

- the significant events that contributed to debates about Australia's involvement and participation in war, including the *Defence Act 1909*, the outbreak of World War One, the conscription referendums of 1916 and 1917, the outbreak of World War Two in Europe, the 1941 declaration of war against Japan, the 1942 Fall of Singapore, and the deployment of conscripts beyond Australia in World War Two
- the ideas that influenced attitudes to and perspectives on Australian participation in conflicts, including loyalty to the British Empire, a developing Australian identity, the beliefs about compulsory military training and service, pacifism, home defence, fears of invasion, the place of women in military service and on the home front
- the diverse and competing perspectives that influenced debates about participation, enlistment and conscription in World War One and World War Two, including religious beliefs and sectarianism, political beliefs, women's movements, and the ways in which these perspectives were reflected in propaganda and censorship, and how these debates differed from those occurring in other parts of the British Empire
- the extent to which the social experiences and responses to the impact of World War One and World War Two on the home front changed and/or remained the same, including economic pressures, industrial unrest, voluntary work, the impacts of government acts (the *War Precautions Act 1914* and *National Security Act 1939*), women's experiences of war, restrictions to enlistment, the experiences of Aboriginal and Torres Strait Islander peoples and other races, the impact of increased government activity in the economic and social life of Australia, and the repatriation of returned servicemen.

Area of Study 2: Units 3 and 4 – Transformations

- *What were the motivations for seeking continuity and change in modern Australia?*
- *How did significant individuals and movements demand and/or resist change?*
- *How were Australians challenged over time by events and ideas?*
- *To what extent were there continuities and changes in Australian society?*
- *How did Australians influence and experience continuity and change?*

From custodianship to the Anthropocene (1950–2010):

Key Knowledge

- the significant events that contributed to awareness of environmental issues in Australia, including the development of the conservation movement in the 1960s, environmental campaigns (the Little Desert, the flooding of Lake Pedder, the Green Bans Movement, the Franklin Dam), testing of atomic weapons at Maralinga and in the Pacific, the Chernobyl nuclear disaster and anti-nuclear protests in Australia, the 1996–2010 Millennium Drought, and Australia’s participation in international treaties and conferences on the environment
- ideas that influenced environmental action and awareness, including environmental writings and philosophies, Indigenous ideas of custodianship of land and its impact on non-Indigenous thinking about the environment, ecology and anti-nuclear movements, and the debate about whether the earth has entered a new geological age – the Anthropocene
- the diverse and competing perspectives and actions that influenced Australian’s views of the environment, including changing patterns of consumption, population growth and urbanisation; the Green Revolution; impacts of the mining and export industries; advocates for conservation and the protection of endangered habitats; mining on Aboriginal land; Indigenous peoples’ protests and advocacy; debates globally and in Australia about the use of protest; and direct action to achieve environmental aims
- the extent to which environmental movements contributed to change, including the development of environmental groups and political parties, intergovernmental efforts to deal with environmental issues, the relationship between Australian and global environmentalism, and the impact of protest on changes to government policy
- the extent of continuity and change in perspectives towards environmental issues and awareness in Australia 60,000 BCE–2010.

Creating a nation (1945–2008):

Key Knowledge

- the significant events that contributed to changes and debates on race, immigration and citizenship in Australia, including post-World War Two migration schemes and policies, the *Migration Act 1966*, the 1967 referendum, introduction of migration and multicultural policies in the 1970s and 1980s, the *Racial Discrimination Act 1975*, the fall of Saigon, the 1989 Tiananmen Square Massacre, the rise of One Nation, the 1997 Bringing Them Home report, reconciliation, and refugee and migration policies since 1996
- the ideas that influenced assimilation, citizenship and multiculturalism, including post-colonialism in the Asia-Pacific, the 1948 Universal Declaration of Human Rights, civil rights

and land rights for Aboriginal and Torres Strait Islander peoples, economic ideas, critiques of Australia's racial policies, and legislative and judicial decisions that addressed racial discrimination and multiculturalism

- the diverse and competing perspectives on immigration and citizenship by the Australian Government and people after World War Two, including challenges to and the end of the White Australia policy, intake of refugees since the 1970s, the 1984 Geoffrey Blainey controversy, the 1992 Redfern Park Speech, Pauline Hanson's maiden speech to parliament in 1996, the 2008 Apology to the Stolen Generations, Australian relations with the Asia-Pacific region, and debates, since 1992, about immigration policy and border security
- the extent to which the social experiences of migrants, Aboriginal and Torres Strait Islander peoples and other Australians changed and/or remained the same, including the establishment of ethnically diverse communities or neighbourhoods, cultural exchanges between diverse groups of Australians and new migrants, effects of the economy, contributions to society and the economy, and experiences of racism and discrimination
- the extent of continuity and change regarding reasons for and debates about race, immigration and citizenship in Australia 1834–2008.

Power and resistance (1957–1998):

Key Knowledge

- the significant events that contributed to changes in the exercise of power and resistance to power in Australia, including the American Civil Rights Movement, the 1966 Gurindji Walk Off, the 1967 referendum campaign, the 1969 protests for equal pay, the 1972 Tent Embassy, the 1975 dismissal of the Whitlam government, the first Mardi Gras in 1978, the Accord 1983, and the Mabo and Wik decisions which led to the *Native Title Act 1993* and the *Native Title Amendment Act 1998*
- the ideas that influenced challenges to power and resistance to power, including post-colonialism, equality, Aboriginal nationalism and sovereignty, ideas about protest, feminism, and ideas about sexuality
- the diverse and competing perspectives and methods that challenged power, demanded civil rights and resisted change, including the Aborigines Advancement League, the Freedom Rides and other campaigns for civil rights and land rights by Aboriginal and Torres Strait Islander peoples, debates about Treaty, debates surrounding the Whitlam dismissal, campaigns for equality for women, equal pay and reproductive rights, and equality for LGBTQIA+ people
- the extent to which the social experiences and exercise of power and authority in Australia changed and/or remained the same, including the pursuit of Aboriginal and Torres Strait Islander peoples' land rights through the courts and legislation, the women's liberation movement, legislation for equal pay, no-fault divorce and equal opportunity laws, the *Racial Discrimination Act 1975* and campaigns to decriminalise homosexuality, and changing cultural norms regarding gender and sexuality
- the extent of continuity and change in the exercise of power and resistance in Australia 1788–1998.

War and upheaval (1950–1992):

Key Knowledge

- the significant events that contributed to debates regarding Australia's reasons for involvement in war and conflict after 1950, including the Cold War and the 1951 ANZUS Treaty and the 1954 SEATO, the Korean war and war in the Indo-Malayan region in the 1950s, the Vietnam War, the establishment and abolition of conscription, and the 1987 Welcome Home parade in Sydney
- the ideas that influenced attitudes and perspectives, including fears of Communism and the Domino Theory, alliances with the UK and the USA, the principle of forward defence and regional security, and equality for service personnel
- the diverse and competing perspectives about, and reasons for, involvement in conflict, voluntary enlistment and compulsory service, including introduction of National Service and conscription since 1951, changing alliances, Australia's commitments to the United Nations and ensuing concerns, the ways in which Aboriginal and Torres Strait Islander peoples served, the participation of women in the armed forces, allowing LGBTQIA+ people to serve openly, debates regarding enlistment and participation in conflicts from political parties and other groups, and the influence of the media
- the extent to which the social experiences, participation in and responses to conflict, voluntary enlistment and compulsory service in Australia, changed and/or remained the same, including support and opposition for participation in conflicts overseas, the differing experiences of war veterans, the Save Our Sons campaign, the Moratorium Movement, the impact of these conflicts on Australian popular culture, and the influence of war commemoration and memorials
- the extent of continuity and change in Australia's experiences of war and conflict 1909–1992.

REVOLUTIONS

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below. The revolution selected in Unit 3, Area of Study 1, must be selected for Unit 3, Area of Study 2. The revolution selected in Unit 4, Area of Study 1, must be selected for Unit 4, Area of Study 2.

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution.

Area of Study 1: Units 3 and 4 – Causes of revolution

- *What were the significant causes of revolution?*
- *How did the actions of popular movements and particular individuals contribute to triggering a revolution?*
- *To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?*

Key Knowledge

The American Revolution from 1754 to 4 July 1776 (French and Indian War to the signing of the Declaration of Independence 1776)

- the events and conditions that contributed to the outbreak of revolution, including the colonial experience, British mercantilist policy, the French and Indian War, British management of the colonies, the Proclamation Act, British tax revenue acts and colonial responses to these acts, objections to taxation without representation, the Boston Massacre, the Coercive Acts, Powder Alarms, the First and Second Continental Congress, battles of Lexington, Concord and Bunker Hill and the Declaration of Independence
- the ideas that played a significant role in challenging the existing order, including the Enlightenment ideas: Natural Rights, Representative Government, Republicanism, and Liberty
- the role of individuals in challenging or maintaining the power of the existing order, including King George III, George Washington, Samuel Adams, John Hancock, John Adams, Thomas Paine and Thomas Jefferson
- the contribution of popular movements in mobilising society and challenging the existing order, including the Patriots, the Sons of Liberty, the Daughters of Liberty, the Committees of Correspondence and the Provincial Congresses.

The French Revolution from 1774 to 4 August 1789 (Accession of Louis XVI to the throne to the night of the 4 August 1789)

- the events and conditions that contributed to the outbreak of revolution, including involvement in the American War of Independence, revolt of the Notables 1787–88, Day of Tiles, economic collapse and bankruptcy, the calling of the Estates-General and their regulation, the 'Cahiers de Doléances', political pamphlets, the harvest crisis and food shortage, Réveillon Riots, the events of the Estates-General, the storming of the Bastille, the 'Great Fear', and the night of the 4 August 1789
- the ideas that played a significant role in challenging the existing order, including the attack on feudalism and Enlightenment ideas: the critique of privilege, the critique of absolute authority, attack on the Church and claims to popular sovereignty, and equality
- the role of individuals in challenging or maintaining the power of the existing order, including Louis XVI and Marie Antoinette, Emmanuel Joseph Sieyès, Marquis de Lafayette and Jacques Necker
- the contribution of popular movements in mobilising society and challenging the existing order, including the nobility, bourgeoisie, urban workers of Paris and peasants.

The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917)

- the events and conditions that contributed to the outbreak of revolution, including institutional weaknesses and tensions in Tsarist Russia, economic and social inequalities, the Russo-Japanese War, Bloody Sunday, the October Manifesto, the Fundamental Laws, limitations of the Dumas, World War One, the February Revolution, the effectiveness of the Provisional Governments, The Dual Authority, Lenin's return and his April Theses, the July Days, the Kornilov Affair, and the events of October 1917
- the ideas that played a significant role in challenging the existing order, including discontent with Tsarist autocracy, liberal ideas and reforms, Marxism and Marxism-Leninism
- the role of individuals in challenging or maintaining the power of the existing order, including Tsar Nicholas II and Tsarina Alexandra, Pyotr Stolypin, Grigori Rasputin, Alexander Kerensky, Vladimir Lenin and Leon Trotsky
- the contribution of popular movements in mobilising society and challenging the existing order, including workers' protests and peasants' uprisings, soldier and sailor mutinies, and the role of political parties: Socialist Revolutionaries, Bolsheviks and Mensheviks (SDs), Octobrists and Kadets.

The Chinese Revolution from 1912 to 1949 (The founding of the Chinese Republic to the Communist victory in the Civil War in October 1949)

- the events and conditions that contributed to the outbreak of revolution, including challenges to the early Republican era, the First United Front, the Northern Expedition, the Shanghai Massacre, the Jiangxi Soviet (Kiangsi Soviet), the Nationalist Decade (the Nanjing Decade), the Long March, the Japanese occupation of Manchuria and the Sino-Japanese War, the Yan'an Soviet (Yenan Soviet), the Xian Incident and Second United Front, and the Civil War
- the ideas that played a significant role in challenging the existing order, including Sun Yixian's (Sun Yat-sen's) Three Principles of the People, the New Culture Movement and Mao Zedong Thought (Maoism)
- the role of individuals in challenging or maintaining the power of the existing order, including Yuan Shikai (Yuan Shih-k'ai), Sun Yixian (Sun Yat-sen), Jiang Jieshi (Chiang Kai-shek) and Mao Zedong (Mao Tse-tung)
- the contribution of popular movements in mobilising society and challenging the existing order, including the New Culture and the May Fourth Movements, the New Life Movement, the Red Army, the Guomindang

Area of Study 2: Units 3 and 4 – Consequences of revolution

- *What were the consequences of revolution?*
- *How did the new regime consolidate its power?*
- *What were the experiences of those who lived through the revolution?*
- *To what extent was society changed and revolutionary ideas achieved or compromised?*

Key Knowledge

The American Revolution from 4 July 1776 to 1789 (Declaration of Independence to the acceptance of the Bill of Rights)

- the challenges the new regime faced in attempting to consolidate its power, including the War of Independence, creating and maintaining a political system under the Articles of Confederation, the Treaty of Paris 1783, Shays' Rebellion, the Philadelphia Convention 1787 and framing of the Constitution, debates between the Federalists and Anti-federalists, and ratification of the Constitution
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including post-war recession, opportunities for economic development, the debates on federal and state rights, features of the Constitution, Individual Rights, the Bill of Rights and slavery
- the role of significant individuals that influenced and changed society, including George Washington, Alexander Hamilton, Patrick Henry and James Madison
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including Patriots, Loyalists, Continental Army soldiers, Women, Native Americans, African Americans and slaves
- the extent of continuity and change in American society 1754–1789.

The French Revolution from 5 August 1789 to 1795 (August Decrees to the dissolution of the Convention Year III)

- the challenges the new regime faced in attempting to consolidate its power, including October Days, reforms to the church, the Flight to Varennes, hostility of foreign powers and the Papacy, the scale of the reforms envisaged by the Revolution, economic challenges, the outbreak and course of war, counter-revolution, Federalist Revolts, changes to laws and taxes, the introduction of popular sovereignty and representative governments
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the August Decrees and the Declaration of Rights of Man and Citizen, political divisions over the aims of the revolution, revolutionary government and The Terror, de-Christianisation and the rise of the sans culottes
- the role of significant individuals that influenced and changed society, including Louis XVI, Georges Danton, Jean-Paul Marat, Maximilien Robespierre and Marquis de Lafayette
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including bourgeoisie, parish priests and other clergy, urban workers, women, peasants and the nobility
- the extent of continuity and change in French society 1774–1795.

The Russian Revolution from 26 October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)

- the challenges the new regime faced in attempting to consolidate its power, including the initial problems faced by the Sovnarkom, the Constituent Assembly and its dissolution, the Treaty of Brest-Litovsk, the Civil War, Red and White Terror, the policies of State Capitalism and War Communism, and Kronstadt Revolt
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the role of the Cheka, issuing of New Decrees, State Capitalism, War Communism, the 1921 Famine, the Tenth Party Congress, the effects of the NEP, artistic experimentation, initiatives in education, and women's rights
- the role of significant individuals that influenced and changed society including Vladimir Lenin, Leon Trotsky, Felix Dzerzhinsky and Alexandra Kollontai
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including nobles, peasants, workers, the bourgeoisie and women
- the extent of continuity and change in Russian society 1896–1927.

The Chinese Revolution from October 1949 to 1976 (Proclamation of the People's Republic of China to the death of Mao 1976)

- the challenges the new regime faced in attempting to consolidate its power, including implementation of a new political system, Fanshen and land reform, the Korean War, Thought Reform, Sanfan and Wufan, the First Five-Year Plan and social improvements
- the changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise and/or achieve their revolutionary ideals, including the features of political systems, mass campaigns, the Hundred Flowers Campaign, the Great Leap Forward and the Three Bad Years famine, the Socialist Education Movement and the Great Proletarian Cultural Revolution
- the role of significant individuals that influenced and changed society, including Mao Zedong (Mao Tse-tung), Lin Biao (Lin Piao), Liu Shaoqi (Liu Shao-ch'i) and Jiang Qing (Chiang Ch'ing)
- the diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life, including landlords and peasants, women, intellectuals, business owners and workers, CCP Party Cadres, students and the Red Guards
- the extent of continuity and change in Chinese society 1912–1976.