## Curriculum Relevance

*Gladiators: Heroes of the Colosseum* showcases historical evidence using artefacts, reconstructions and interactives. These engage students with content and processes described in Australian Curriculum through HASS, History and Ancient History (as well other areas across both National and State curricula).

**Historical Knowledge and Understanding strand**
The social and chronological context of the exhibition primarily aligns with *Historical Knowledge and Understanding* for

- Year 7 HASS, **History** *- Sustainable pasts, present, futures*

- Year 7 History, **The Ancient World**

- Year 11, Ancient History, **Investigating the Ancient World** (Unit 1*)
  *Elements of Senior Secondary Ancient History Curriculum Units 2- 4 may also be referenced though this exhibition

Detailed links listing curriculum codes are on the following pages.

**Historical Skills strand**
This unique opportunity can also be used to support *Historical Skills* sub strands at all year levels. A Museum and/or exhibition experience can be used to critique, inform, inspire and provide several examples of:

- Primary and Secondary sources of information (collections, research, exhibitions and associated material)

- Identifying chronological terms and concepts

- Communicating through a range of historical texts (timelines, ICTs, reconstructions, etc.)

- Engaging multiple literacies to express content, context, perspectives and arguments that propose and/or explain historical inquiry.

**Other Learning Areas**

Through historical contexts, supplementary connections may be made with other Learning Areas, as well as opportunities to integrate the General Capabilities (examples listed below).

| **GENERAL CAPABILITIES** |
|---|
| • **Literacy:** Comprehending multi-modal texts through listening, reading and viewing<br>• **Critical and creative thinking:** Inquiring – identifying, exploring and organising information and ideas<br>• **Ethical understanding:** Exploring values, rights and responsibilities; reasoning in decision-making and actions influencing human affairs<br>• **Intercultural understanding:** Recognising cultural connections |

Teachers may also align exhibition content and/or design across the curriculum:

**Primary – Junior Secondary**
- HPE (food and nutrition, games and sports)
    - Investigate health regimens of the *Ludus Gladiatorus* (Gladiator School). What were the physical benefits of Gladiator diet and exercise
- Design and Technologies
    - Investigate the design of stadia or armour.
    - Explore biomimicry by comparing features of armour and weaponry with animal adaptations.

- The Arts (Visual Arts and Media Arts)
    - elicit discussion, investigation and reflection to address the ***Responding*** strand (exploring, responding to, analysing and interpreting art works) of the Arts Curriculum.
    - Critique design and spatial arrangements used to identify exhibition themes, sequences, places, cultures, times, temperament, etc
    - Compare historical evidence vs depictions through Hollywood movies.

- Science (Biological Sciences)
    - Use the different Gladiator typologies to design a dichotomous key or examine the Gladiator pairings to identify physical and behavioural "adaptations" for attack and defence attributed to their armour, weaponry and manoeuvres.

**Senior Secondary**
- QCAA Health & Physical Education (Physical Education)
- QCAA The Arts (Media Arts in Practice)
- QCAA ICT & Design (Engineering Technology, Technology Studies)

## YEAR 7 HISTORY *The Ancient World*

### Key Inquiry Questions

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

### HISTORICAL KNOWLEDGE AND UNDERSTANDING

#### Overview

| Content Description | Elaboration/s: |
|---|---|
| Key features of ancient societies (farming, trade, social classes, religion, rule of law) **(ACOKFH003)** | <ul><li>*identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them*</li><li>*locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation*</li></ul> |

#### Depth Study 1: Investigating the ancient past

| Content Description | Elaboration/s: |
|---|---|
| How historians and archaeologists investigate history, including excavation and archival research **(ACDSEH001)** | <ul><li>*identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating)*</li></ul> |
| The range of sources that can be used in an historical investigation, including archaeological and written sources **(ACDSEH029)** | <ul><li>*listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked*</li></ul> |

## Depth Study: 2 The Mediterranean world (Rome)

| Content Description | Elaboration/s: |
|---|---|
| Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion **(ACDSEH038)** | • *examining the evidence of the social structure of Roman society (for example, the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance*<br><br>• *describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen* |
| Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs **(ACDSEH039)** | • *investigating significant beliefs associated with daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres* |
| Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs **(ACDSEH040)** | • *describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods (Greece), Isis (Egypt) and Mithras (Persia)* |
| The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus **(ACDSEH131)** | • *examining the historical context, early life and achievements of a significant historical figure from ancient Rome, and how they were perceived by their contemporaries* |

| HISTORICAL SKILLS | |
|---|---|
| Sub-strand and Content Description | Elaboration/s: |
| **Chronology, terms and concepts:**<br>Use historical terms and concepts (ACHHS206) | • *defining and using terms such as BC (Before Christ), AD (anno Domini), BCE (Before Common Era), and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)*<br><br>• *defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)* |
| **Historical questions and research:**<br>Identify a range of questions about the past to inform a historical inquiry (ACHHS207) | • *posing questions of sources such as: 'Where does it come from?' 'How do we know?' 'What information does it provide?' 'What other sources might be needed?'*<br><br>• *identifying steps in the research process (for example, identifying information needed, locating that information, recording relevant information from sources)* |
| **Historical questions and research:**<br>Identify and locate relevant sources, using ICT and other methods (ACHHS208) | • *compiling a list of different sources (for example, papyrus scrolls, coins, statues, human remains)*<br>• *identifying information within a source that can be used as evidence to support an interpretation* |
| **Analysis and use of sources:**<br>Locate, compare, select and use information from a range of sources as evidence (ACHHS210) | • *identifying a range of archaeological sources (for example, the physical remains of the Colosseum, gladiatorial equipment such as helmets, mosaics showing gladiatorial combat, written accounts of what happened in the Colosseum* |
| **Analysis and use of sources:**<br>Draw conclusions about the usefulness of sources (ACHHS211) | • *recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society*<br><br>• *distinguishing between a fact (for example, 'some gladiators wore helmets') and an opinion (for example, 'all gladiators were brave')* |
| **Explanation and communication:**<br>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213) | • *outlining the significance of a past event, providing reasons for the event and referring to relevant evidence*<br><br>• *describing the social structure of the ancient society, using evidence from sources such as artwork and written account* |

| Year 11-12 ANCIENT HISTORY | |
|---|---|
| **HISTORICAL KNOWLEDGE AND UNDERSTANDING**<br>**Unit 1 *The Ancient World*** | |
| **Unit Focus**<br>*Investigation topics*<br>(2) & (3) | • the nature of the remaining sources of the ancient past<br>• interpretations and representations<br>• the authentication, preservation, ownership and display of material from the ancient world |
| **Depth Study elective**<br>***Events and changes*** | **The Roman Games**<br>*How have these been interpreted and represented?* |
| Content Descriptions | The geographic and historical context of the Roman games, including their origin as funerary commemorations, Etruscan influences, Caesar's games for Julia, the violent nature of Roman society, types of gladiators (male and female) and their training, the role of amphitheatres as foci within Roman towns, and the significance of the Colosseum and Circus Maximus as venues **(ACHAH059)**<br><br>The nature of the sources most relevant to the interpretations and representations of the games, for example the writings of Juvenal, Cicero and Tacitus; the graffiti from Pompeii; and statuettes and mosaics **(ACHAH060)**<br><br>The different interpretations and representations of the games (from the ancient past to the present), including the cruelty of the gladiatorial games (Seneca and Christians), the political nature of the games as 'bread and circuses', the role of blood sports in Roman society, and modern portrayals in novels and films **(ACHAH061)**<br><br>The historical context of the interpretations and representations and why these have changed, for example romantic representations, Christian interpretations, and modern versions of gladiatorial contests **(ACHAH062)**<br><br>The reliability and contestability of interpretations and representations of the games, including the origins of the games (foreign or roman); debates about the political significance of the games and the power and authority of the Emperor, the senatorial class, and the masses; and the significance of source selection, omission, emphasis and gaps in evidence **(ACHAH063)** |
| **Historical authentication and reliability** | How evidence from the ancient world has been lost, destroyed and re-discovered **(ACHAH016)**<br><br>Problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe **(ACHAH017)**<br><br>Methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources **(ACHAH018)** |

| | |
|---|---|
| **Preservation, conservation, and/or reconstruction of ancient sites** | The nature of the site/s, and the condition and extent of the remains **(ACHAH021)** |
| | Issues of conservation and preservation of the site/s, including factors which threaten the integrity or survival of the ancient site (for example environmental factors, war, terrorism, pillaging, poverty) **(ACHAH022)** |
| | The effectiveness/appropriateness of methods used to preserve, conserve and/or reconstruct the site/s, including relevant national or international charters or conventions (for example, UNESCO) and international efforts to protect ancient sites of world heritage significance **(ACHAH023)** |
| | The reconstructions of the ancient site/s, for example paintings, historical fiction, film, documentaries, museum displays, and virtual worlds; and use for propaganda. **(ACHAH024)** |
| **Cultural heritage, ownership and the role of museums** | The nature and significance of the cultural property for the society to which it belongs **(ACHAH025)** |
| | The role of museums in acquiring, collecting, and storing artefacts/cultural materials **(ACHAH028)** |
| | The contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions **(ACHAH029)** |

| Year 11-12 ANCIENT HISTORY | |
|---|---|
| **HISTORICAL KNOWLEDGE AND UNDERSTANDING**<br>**Unit 2 *Ancient Societies*** | |
| **Unit Focus** | • how people lived in the ancient world<br>• social, political and economic institutions and structures |
| **Depth Study elective** | *Society* (7): **Rome, 264 – 133 BC** |

### *Investigation topics*

| | |
|---|---|
| **The chronological and geographical context** | A broad chronological overview, from the origins of the society to the period that is the focus for investigation **(ACHAH104)**<br><br>The geographic location, including the nature of the environment and its influence on the society **(ACHAH105)** |
| **Social structure** | The main social hierarchies for example elites, workers, slaves, ethnic groups and foreigners (where applicable) **(ACHAH106)** |
| **Economic activities** | The nature and importance of economic activity for example agriculture, commerce, industry, trade and building programs **(ACHAH112)**<br><br>The organisation of free and indentured labour **(ACHAH113)**<br><br>Economic exchange for example tribute, taxation and coinage **(ACHAH114)** |

### *Integrated study electives*

| | |
|---|---|
| **Social structure** | The main social hierarchies for example elites, workers, slaves, ethnic groups and foreigners (where applicable) **(ACHAH106)** |
| **Slavery** | The extent of slavery and significant events in the history of slavery, for example revolts. **(ACHAH119)** |
| **Art and architecture** | The main features, materials, purpose and function of various forms of architecture **(ACHAH122)**<br>The role and significance of art and architecture, public and private **(ACHAH123)**<br>Evidence for the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples, and conquest. **(ACHAH124)** |
| **Technology and engineering** | Technological feats in construction materials and methods related to buildings, structures and **statues (ACHAH131)**<br><br>The impact of technological innovations on social, economic and political development and their legacy. **(ACHAH134)** |
| **Beliefs, rituals and funerary practices** | Attitudes to and beliefs about death, and the concept of an afterlife **(ACHAH143)**<br><br>Funerary practices (burial sites, forms of burial, ceremonies) and their relationship to religious beliefs and social status. **(ACHAH144)** |

| Year 11-12 ANCIENT HISTORY | |
|---|---|
| **HISTORICAL KNOWLEDGE AND UNDERSTANDING**<br>**Unit 3 *People, Power and Authority*** | |
| **Unit Focus** | • the nature and exercise of power and authority in society<br>• the role of the individual in society<br>• political, military, religious and economic features |
| **Depth Study elective** | *Society* (5): **Rome, 133 – 63 BC**,<br>*Society* (6): **Rome, 63 BC – AD 14** |
| **Integrated Study elective** | ***Individuals:*** Augustus, Caesar, Cicero |
| ***Investigation topics*** | |
| **Rome 133 – 63BC** | The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies **(ACHAH203)**<br><br>The nature of power and authority in Rome in 133 BC, including the social structures of Roman society (the nobility, equestrians, slaves, freedmen, socii, patron-client relations and family structures; the distinction between citizens and non-citizens; the political structures (consuls, senate, tribunate, assemblies and provincial administration); the economy, (agriculture, the land tenure system, trade, slavery, provinces and taxation); the military organisation; and religious practices (omens, oracles, religious festivals, triumphs and games) **(ACHAH204)** |
| **Power and authority – change and development** | The role and impact of violence in Roman politics, including the use of the Senatus Consultum Ultimum, and Civil War **(ACHAH213)** |
| **Rome 63BC – 14AD** | The historical and geographical context, including the location of Rome and the geographical extent of Roman territory, and neighbouring kingdoms and societies **(ACHAH214)**<br><br>The nature of power and authority in Rome in 63BC, including the social structure of Roman society (the nobility, equestrians, slaves, freedmen, patron-client relations, and family structures, including 'pater familias'); political structures (the senate, assemblies of the people, the magistrates of the people, the provincial administration, and the use of the Senatus Consultum Ultimum); the economy (agriculture, trade, slavery, provinces, taxation and Pompey's Eastern Settlement); military organisation (client armies); religious practices (omens, oracles, religious festivals, triumphs and games) **(ACHAH215)** |

| Year 11-12 ANCIENT HISTORY | | |
|---|---|---|
| **HISTORICAL KNOWLEDGE AND UNDERSTANDING**<br>**Unit 4 *Reconstructing the Ancient World*** | | |
| **Unit Focus** | • significant historical periods<br>• key features and developments<br>• social, political, religious, and economic institutions and<br>• practices<br>• events and individuals | |
| **Depth Study elective** | *Society* (5): **The Julio-Claudians and 'Imperial' Rome, AD 14 – 68**<br>*Society* (6): **Pompeii and Herculaneum, 80 BC – AD 79** | |

### The Julio-Claudians and 'Imperial' Rome, AD 14 – 68

| | |
|---|---|
| ***The geographic and historical context*** | The location of Rome and the main features and layout of the city in the Julio-Claudian period **(ACHAH348)** |
| ***The nature and range of sources for the period and identification of key issues related to the investigation of the sources*** *(for example authentication, excavation, reconstruction and/or conservation)* | The extent of archaeological excavation in Rome and the difficulties in uncovering new evidence **(ACHAH350)**<br><br>The key archaeological and written sources for the period, for example statues, coinage, buildings and the writings of Tacitus, Suetonius, Cassius Dio **(ACHAH351)** |

### Pompeii and Herculaneum, 80 BC – AD 79

| | |
|---|---|
| ***The geographic and historical context*** | The nature and effects of the volcanic activity and eruption of AD 79 on the evidence that has survived from Pompeii and Herculaneum (ACHAH367)<br><br>The key archaeological and written sources for the period, for example public and private buildings, mosaics, statues, villas, baths, shops, tombs, human and animal remains, official inscriptions and the writings of Pliny, Seneca and Martial **(ACHAH368)**<br><br>The difficulties involved in the protection and management of Pompeii and Herculaneum, including exposure to the elements, impact of tourism, the arguments for and against carrying out further excavation at these sites, and the concern about the scientific study of human remains and display of body casts **(ACHAH370)** |

| | |
|---|---|
| *The historical period* | The nature and development of political life in Pompeii and Herculaneum, including the significance of fora, temples, basilicas, theatres and graffiti as sources of evidence **(ACHAH373)**<br><br>The important features of the economy, including commerce, industries and occupations **(ACHAH374)**<br><br>The position and role of different groups in society, including the position and role of men, women, freedmen and slaves **(ACHAH375)**<br><br>The evidence at Pompeii and Herculaneum for religious beliefs and practices, for example wall paintings, mosaics, statues and inscriptions **(ACHAH376)**<br><br>How human and animal remains have contributed to a better understanding of the people who lived in these cities **(ACHAH379)** |
| *The limitations, reliability and evaluation of the sources* | How ancient writers and writing (for example Seneca, Strabo, Martial, and Pliny), inscriptions and graffiti contribute to our understanding of life in the cities of Pompeii and Herculaneum **(ACHAH382)**<br><br>Changing interpretations of the uses of public and private spaces, and the meaning of frescoes **(ACHAH383)** |



Relief with a combat in front of the *lanista*, marble, 1 BC, Rome, Italy. © Colosseum. All rights reserved.