

KS3 Classical Civilisation at Chesterton



At the end of Year 9 you will be able to:

...recognise what makes a good myth and use these techniques to tell your own

...use your knowledge of ancient society to reflect on modern society

...recognise and criticise the impact of Greek and Roman civilisations as they came into contact with other civilisations.

...use ancient sources as evidence to construct convincing arguments about ancient history.

The Creation Story
Metamorphosis Myths
Underworld Myths
Heroes: Hercules
Theseus
Perseus



Ovid Mythology Competition

The War with Troy
The Odyssey
Ancient Greek Civilisation
(The Olympics, Greek Theatre, Greek Language)



Make Your Myth Competition

The Greek Pantheon
Ancient Greece through theatre:
Medea, Persians, Oedipus Rex, Suppliants.
Roman History: Kings, Republic and Empire



Audio Visual Ancient World Competition

KS3 Classical Civilisation Curriculum Intent

Intent	What new knowledge/content do we introduce?			How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?	
By the end of KS3 students are able to...	Year 7	Year 8	Year 9		
<p>...be able to use ancient sources as evidence to construct convincing arguments about ancient history.</p> <p>...have a broad ranging knowledge of the mythological framework which underpinned ancient societies and how this impacts our knowledge of ancient religion and morality.</p> <p>...be beginning, through their study of the Ancient Greek culture, to recognise and criticise the impact of Greek and Roman civilisations as they came into contact with other civilisations.</p> <p>...be able to analyse written and oral story-telling techniques and use these to write and present their own stories</p> <p>...feel confident in drawing reasoned comparisons about features of mythology such as characterisation and impact</p>	Autumn	The Creation Myth -How did the gods come to be? -How does this compare to other creation myths? -(Kronos, Prometheus, Pandora)	Homer: The War With Troy -How did the war really begin? -What causes Achilles' wrath? -How far is victory down to Odysseus? -Are the gods to blame for the war with Troy?	There is no National Curriculum for Classical Civilisation. All students are offered a trip to Pompeii/Rome by the end of KS3. This helps them appreciate the material culture of the subject which they are studying. In some cases, there are specific links; for example, we visit Pompeii, which links directly to the learning of Y7/8s. Students also participate in lots of competitions, including artistic, drama and creative writing competitions – we have several recent winners of national competitions.	
		Underworld Myths -What did the Greeks believe happened when you died? -(Orpheus and Eurydice, Demeter and Persephone)			
	Spring	Metamorphosis Myths -How secure are the boundaries between human and animal, human and god? -What makes us human? -(King Midas, Diana and Actaeon, Echo and Narcissus, Daedalus and Icarus)	Homer: The Return From Troy - the story of the Odyssey and surrounding epic cycle -which of Odysseus' encounters demonstrates the most heroism? -what role do women play in the Odyssey? -how has the idea of an Odysseus influenced later literature and film?		Understanding 5th Century Athens Through Theatre - What was the role of women in Ancient Greece? (Medea) -How did the Greeks define themselves against the Barbarian? (Persians/Helen) -Did the Greeks believe the gods controlled their fate? (Oedipus Rex) -How important was democracy to being Greek? (Suppliants)
		Heroes: The Labours of Hercules - Who was Hercules? What did he do? How is he portrayed in art? What makes him a hero?			
	Summer	Heroes: Theseus and the Minotaur -Can a hero operate alone? -How heroic is Theseus?	Ancient Greek Civilisation -The Ancient Olympics -The Ancient Greek Theatre -Ancient Greek Language		Roman History: Kings, Republic and Empire -Who was Aeneas? -What violence lay at the heart of Rome's founding story? -Who was Caesar? -What happened at Actium? -Was Augustus the first emperor? -Wacky Emperors: Tiberius, Nero, Caligula
		Heroes: Perseus and Medusa -how heroic is Perseus? -how successful is Rick Riordan's portrayal of Perseus?			

	<p>Rationale for this sequence</p>	<p>Greek and Roman myths are usually the topics with which students are most enthused about the ancient world and are form the basis of a lot of their prior knowledge. We seek to capitalise on this enthusiasm, as well as kindle it for those who have no prior knowledge, by focusing so intently on mythology for the first year. We find that the storytelling focus is an excellent way to maintain student engagement with the subject and also foster a sense of success with their recall. Narratives are the surest means we have found of improving retention.</p> <p>We use the myths from Ovid's Metamorphoses as a springboard to teach all students the very beginnings of ancient mythologies. We then go on to study some of the myths which are most prevalent in contemporary culture.</p> <p>The heroism theme provides scope for debate and also the chance to lend a more critical eye to some contemporary representations of myth through film (i.e. Percy Jackson and the Lightning Thief, Hercules etc.).</p>	<p>From the strong building blocks of the Year 7 mythology, we move on to the biggest epic cycles of the ancient world and study the Iliad and the Odyssey. The significance of these stories to Greek culture cannot be overemphasized, nor their resonances in culture throughout Western history. By understanding the broad sweep of these narratives students can unlock large parts of Western culture.</p> <p>We provide opportunity to develop the students' oracy and presentation skills through debate, presentation, games and creative competitions.</p> <p>In the summer, students are introduced to their first non-mythology based topics through topics that are both easily accessibly from a modern lens, as well as being incredibly significant as a means of understanding Greek culture in general.</p>	<p>Having a strong grounding in the most important mythic cycles of the Ancient Greek and Roman world, in Year 9 we seek to historicise this knowledge and interrogate the role these stories played in everyday life. We use Greek theatre to examine Greek culture and then do a run through of Roman history ending with the most unorthodox emperors.</p> <p>By Year 9 students are able to deal maturely with the more sensitive topics which emerge through Greek tragedy and the foundation myths of Rome (oppression of women, infanticide, suicide, rape). These also provide a strong basis for further study at GCSE level.</p>	
	<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>Classical Civilisation is a new subject to the vast majority of students. In KS2 most students have studied the Romans or Greeks in some capacity. We work to situate this learning within a more concrete contextual framework and use this knowledge of ancient mythology to improve literacy and oracy skills. Though the ancient languages of Greek and Latin are not a focus of this course, students are exposed to both languages in some capacity by means which use the stories they have learnt. When looking at these languages, we primarily draw attention to the links with English and other languages.</p> <p>The breadth of Greek and Roman mythology challenges most adults with its complexity, and introducing various threads of different myths to incorporate a cross-section of ancient stories is a challenge which most students relish. In KS3 most students know some standalone myths, we expand this knowledge to link in with other epic/mythic cycles and encourage them to think about the significance of these myths in society.</p> <p>By using the Classic Tales resource, students are introduced to a vast array of new English vocabulary and invited to analyse and evaluate story-telling techniques. Students also engage with modern versions of these ancient stories and draw conclusions as to their value as secondary sources.</p> <p>Overall, we seek to create enthusiasm for all aspects of the ancient world from art and archaeology, to literature, history, philosophy and linguistics. The cross-curricular benefits of this subject are apparent, with students often returning with questions and reflections from English, History, Science, Drama and beyond.</p> <p>The content and skills developed during this three year course provide a strong stepping stone to the demands of the GCSE Classical Civilisation Course, covering most of the key topics to provide a sense of confidence for lower attainers as they transition to the formal qualification.</p>			

