

KS3 Greek at Chesterton

Year 8/9

Culture

Paris and Helen
Agamemnon
Aesop's fables

By the end of
KS3 Greek you
will be able to:

...understand
lots of Ancient
Greek!

...recount a
wide range of
Greek myths

...analyse the
grammar of a
passage of
Ancient Greek
text

...achieve the
Intermediate
Certificate in
Classical Greek

Greek
Language

GENERAL: Alphabet → Negatives → Punctuation → Uses of the article → questions → Particles → Expressing time → Numerals
VERBS: Verb person endings → Future tense → Imperfect tense → Weak aorist → Strong aorist → Imperative → Infinitive → compound verbs → Participle for 'being' and Present participle (all genders) → Aorist participle → Future participles and participles with $\omega\zeta$ and $\kappa\alpha\iota\pi\epsilon\omicron$ → Participles and uses of the article
NOUNS: Nouns and declensions → Singulars and plural nouns → First declension nouns → Genitive → 3rd declension → Gender and declension → Uses of $\alpha\upsilon\tau\omicron\varsigma$
PRONOUNS: Prepositions → Uses of $\tau\iota\varsigma$ → prepositions and pronouns
ADJECTIVES: Adjectives and adverbs

Extra

Ovid Mythology Competition

KS3 Curriculum Intent – Classical Greek

Intent		What new knowledge/content do we introduce?			How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?
By the end of KS3 students are able to...		Year 7	Year 8	Year 9	
<p>... read a passage of Classical Greek (of the appropriate level) and gain understanding of it within its context. To do this they have to have a good knowledge of vocabulary, accidence and syntax. They have developed skills to skim read and closely read Classical Greek texts.</p>	Autumn	N/A	<p>Language topics introduced: Alphabet, Verb person endings, Nouns and declensions, Negatives, Prepositions, Singulars and plural nouns, First declension nouns, Expressing time and neuter, Genitive, Imperative, Infinitive, Adjectives and adverbs, Particles, Future tense, Imperfect tense</p>		<p>There is no National Curriculum for Classical Greek.</p> <p>Students are given a balance of language and culture, in order to enable them to make reasoned judgements and assumptions about the ancient world; this later aids those students who take Classical</p>
	Spring	N/A	<p>Language topics introduced: Punctuation, questions, Weak aorist, Strong aorist, Gender and declension, compound verbs, 3rd declension, Uses of $\tau \iota \varsigma$, prepositions and pronouns, Participle for 'being' and Present participle (all genders)</p>		
	Summer	N/A	<p>Language topics introduced: Uses of the article, Uses of $\alpha \upsilon \tau \omicron \varsigma$, Aorist participle, Numerals, expressing time, 'no one', Possessive, Future participles and participles with $\omega \varsigma$ and $\kappa \alpha \iota \pi \epsilon \rho$, Participles and uses of the article</p>		

<p>... use ancient sources as evidence to construct convincing arguments about ancient history.</p> <p>...have some understanding of the foundational myths which underpin the Greek worldview and how this impacts our knowledge of Greek religion and morality.</p>	<p>Rationale for this sequence</p>	<p>N/A</p>	<p>Classical Greek is a new subject on offer at Chesterton Community College this year and is being run as a Twilight subject twice a week after school. It is currently being offered to Y8s and Y9s as beginner students and the rationale behind this is twofold; partly, it was to spread the net as wide as possible and to get as many students involved as we could, but it was also partly because we wanted most students to have some grounding in an ancient language (Latin) before beginning the challenge of Classical Greek.</p> <p>The curriculum is fast-paced, as we are aiming for all students to complete the Intermediate Certificate in Classical Greek (ICCG) by the end of the year. This is an accredited Level 1 course.</p> <p>As a department, we are new to teaching Ancient Greek more formally and, as part of a national outlook, this is only the second year of the Intermediate Certificate in Classical Greek (ICCG). As such, we are reliant on the advice of others and follow largely the scheme of work set out by the ICCG examiners, to avoid falling behind. In turn, the ICCG mostly follows the only GCSE-endorsed textbook available, John Taylor's Greek to GCSE.</p> <p>Our rationale for starting to offer Classical Greek is again twofold. On the one hand, we have been encouraged by the recent growth of popularity of Latin and would like to promote the classical world in all its facets. On the other hand, we now offer Ancient Greek at A-Level and would like to develop a more sustainable trajectory of Chesterton students being able to study Classical Greek A-Level if they would like (the A-level requires a GCSE in Classical Greek, so without this offering lower down in the school, Chesterton students are blocked from any higher level study of Greek).</p>	<p>Greek to GCSE (e.g. in the literature component) or Classical Civilisation GCSE (e.g. in Myth & Religion)</p> <p>All students are offered a trip to a Greek play in the course of KS3, whether this is in London, Cambridge or Oxford</p> <p>Students also participate in lots of competitions, including artistic, drama and creative writing competitions – we have several recent winners of national competitions.</p>
	<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>Classical Greek is a new subject to all 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 encourage students to think more critically about Greek influence on society and specifically, Greek influence on linguistics.</p> <p>Asking students to think about the Ancient Greek language demands a fresh approach to syntax and grammar in English, highlighting how sentences fit together. Though this is now taught more in primary schools, the level required for the study of Greek is still new to most students.</p> <p>The breadth of Greek mythology challenges most adults with its complexity, and introducing various threads of different myths where we can to incorporate a cross-section of ancient stories is a challenge which most students relish.</p> <p>Overall, we seek to create enthusiasm for all aspects of the ancient world from art and archaeology, to complex grammar, to literature, history, philosophy and linguistics.</p>		