

CURRICULUM OVERVIEW

GCSE Classical Civilisation: Year 10

Autumn	Spring	Summer
The Gods The Universal Hero (Heracles) Foundation Myths Temples	Festivals Symbols of Power Death and Burial Journeying to the Underworld	Revision of all topics for mocks Roman City Life: Housing Roman Home and Family Roman Society

GCSE Classical Civilisation: Year 11

Autumn	Spring	Summer
Roman Leisure and Entertainment Literature: Satire and Fiction (Horace, Juvenal, Petronius)	Pliny and his letters Experiencing Roman City Life Relationships in Roman City Life	Revision of all topics Exam practice

Intent	What new knowledge/content do we introduce?				
By the end of KS4 students are able to...	Year 10		Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<ul style="list-style-type: none"> Demonstrate a broad knowledge and understanding of ancient Greek and Roman myth and religion as well as a detailed understanding of Roman city life. Interpret a wide range of ancient sources, both literary and visual with reference to their contemporary context Analyse and evaluate features of the ancient world using source based evidence Provide an informed written response to questions using evidence to support an argument Reflect critically on how ancient sources can speak to contemporary issues such as beliefs, class, citizenship and satire 	Autumn	<p>Students begin by studying the Greek and Roman Pantheon in detail, including their birth stories, main mythological significances and the different ways in which they were worshipped by the Greeks and the Romans.</p> <p>We then turn to Greek and Roman temples to provide context for the places in which they were worshipped and to introduce some of the most important architectural sources we have from the classical world.</p>	<p>The autumn term starts with a revision of Roman Entertainment to provide familiar content and a topic with which they are confident for their first piece of assessed work.</p> <p>We then transition to the most challenging part of the course, the Roman Satire. We read the poems of Horace and analyse the ways in which he seeks to educate, criticise and poke fun at contemporary Roman society. Reading and analysing complex Roman texts designed to be accessible only by the most elite Romans is a difficult ask, but one which, through practice, the students find their confidence. The content of the poems deepens students' knowledge of Roman society and dinner parties in particular.</p>	<p>We chose the Myth and Religion 'Thematic Study' after responding to the areas of interest discovered through teaching our KS3 curriculum. Students thrive on the mythological elements and find it more accessible to link in the historical sources to this schema of knowledge. The alternative: 'Women in the Ancient World' is also of great interest to us, and we try to incorporate much of the basics of what is covered in that course as part of our KS3 Y9 curriculum, so that students are aware of the depth of interest there too. It is also covered in reasonably depth in our KS5 'Love and Relationships' module.</p>	<p>There is no National Curriculum for Classical Civilisation.</p> <p>Students are provided with the chance to visit the Museum of Classical Archaeology in Cambridge to see casts of some of the key freestanding and architectural statues they study. This provides them with a sense of scale and emotional impact not easily achieved through images alone.</p> <p>We run a trip to Italy for 40 students where they can see for themselves Roman houses, temples, amphitheatres, mosaics/frescoes etc.</p> <p>When it runs, we take students to see the Cambridge Greek Play in order to experience Greek comedy and tragedy in the flesh.</p> <p>We offer opportunities for students to take part in many internal and external creative competitions, providing opportunities for independent research, meeting other students and responding imaginatively to classical themes.</p> <p>We take every opportunity for students to attend open days and study days run by the Faculty of Classics at Cambridge University.</p> <p>Using the Oxford Outreach programme and contacts at Cambridge University we invite external academics to come and speak at the school.</p>
		<p>Hercules' story in both Greek mythology and the Aeneid provides the next point in students' learning, introducing themes of heroism which are crucial to how we understand the Greek and Roman psyche.</p> <p>We then turn to the foundation myths of Greece and Rome, linking in with previous knowledge about the gods and introducing the complex idea of conflicting mythologies (Romulus vs. Aeneas). The Rape of Lucretia and the Sabine Women is an uncomfortable topic which is dealt with sensitively.</p>	<p>Following on from Horace, we read the biting satires of Juvenal and a large section of Petronius' <i>cena Trimalchionis</i>, both of which outline in stark clarity the hypocrisies and pretence of elite Roman society. After greater exposure to this style of Roman text, students are able to find the humour in their writing.</p>		
	Spring	<p>The great festivals of the ancient world provide stimulating source material with which to get to the heart of what it was that the Greeks and Romans valued most in their societies. Students look in more detail at the decoration of the Parthenon as well as being often shocked and appalled at the strange Roman customs regarding fertility at the Lupercalia. The significance of drama to the Athenians is introduced through the City Dionysia.</p> <p>We then look at how the Greeks and Romans demonstrated power through art and architecture allowing time for in depth study of key sources such as the Temple of Apollo at Bassae, the Prima Porta Augustus and the Ara Pacis.</p>	<p>Finally we look at the letters of Pliny and get to grips with the complex commentary he is making on himself and wider Roman society.</p> <p>The remainder of this term is spend revising all the literature they have read, looking at broader themes (such as the role of women, slaver etc) that appear in all the texts and drawing links between them and conclusions from them. We practise the longer responses required for the exam.</p>		
		<p>To round off their study of myth and religion students look at ancient burial customs and beliefs as well as the most significant myths regarding journeying to the underworld (Orpheus and Eurydice, Demeter and Persephone). For those who did Latin or Classics in KS3, this is familiar material, looked at in new detail through ancient literature.</p>	<p>In this half term we return to Myth and Religion for a thorough revision programme and subsequently the Roman City Life Culture Topics.</p>		
	Summer	<p>The first half of the summer term is spent recapping the previous myth and religion topics, ensuring that students have the chance to link together their knowledge and feel prepared for the mock exam.</p>	<p>Any areas of noted misconception or weakness are selected by the teacher for targeted revision in the final few lessons before their external examination.</p>		
		<p>After mocks, students begin the 'Literature and Culture' section of the course, starting with a detailed look at some typical Roman houses, both large domus and smaller insulae. From looking at the buildings, we then move inside to look at the family dynamics of Ancient Rome, including the role of the <i>pater familias</i>, the famous Roman dinner parties, and the ways in which young Romans were educated. We then move onto one of the most popular</p>			

		<p>topics among the students which is Roman entertainment: the public baths, chariot racing, gladiator fighting and the theatre.</p>				
	<p>Rationale for this sequence</p>	<p>Starting with the gods means that students have a reference for all future references to them in literature and in art. It is also one of the main prior interests with which students arrive at the subject, so is a great way to hook them in and build confidence.</p> <p>We cover the topics in such a way that students have a mix of sources to work with, never doing two literature based modules in tandem so that they continually spiral round the skills required for interpreting different types of source.</p> <p>Ending the year with another popular topic – Roman Entertainment – maintains interest and engagement right up until the end of the year and also provides opportunity for a wide range of independent project work.</p>	<p>In Year 11 we start with the Roman Entertainment topics to encourage students with content that is easily accessible and comparable to the modern day, we then transition to the most academically challenging part of the course: the Latin literature. The language is complex and the layers of irony require a great deal of background knowledge to access, particularly for weak readers. By unpacking modern satire before ancient satire, students become more and more confident at spotting instances where the authors are poking fun at their contemporaries.</p>			
	<p>How does the KS4 Curriculum build on previous learning at KS3?</p>	<p>It should be noted that the KS3 Classics curriculum is only offered on timetable to two sets and those who study Latin as a Twilight subject. Therefore, though many arrive at Year 10 having previously studied the subject with us, there are also those who arrive with no formal teaching in the subject. We encourage this, as Classics can be accessed with little prior knowledge and the skills required have a large crossover with other humanities subjects.</p> <p>However, for those who do study our KS3 curriculum students are introduced to the pantheon of Greek and Roman gods and the mythologies which surround them. We also cover the main foundation myths and, in Latin, are introduced to a range of content which also features in the GCSE (Roman housing, gladiators, Roman families, education etc.). This is designed intentionally to give those who are lower prior attainers the greatest chance of success when they reach GCSE, as they feel familiar with key characters and themes of the course.</p>				