

KS5 Curriculum – Classical Greek

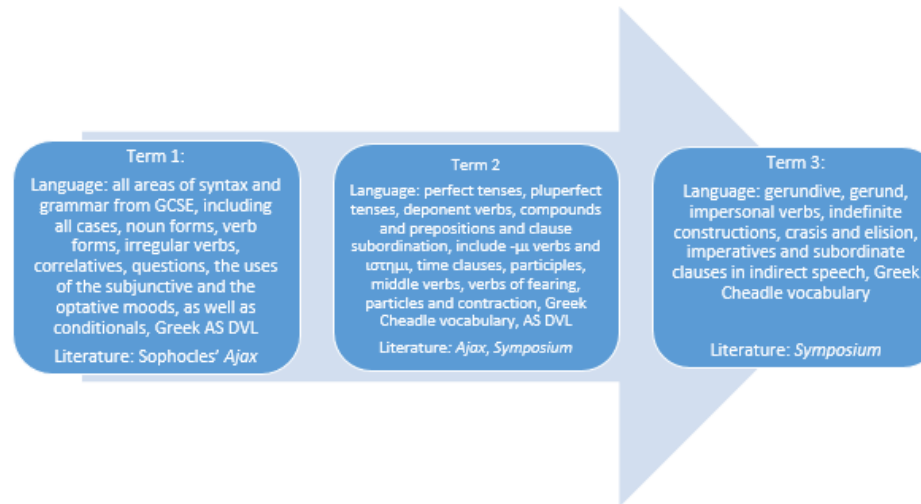
Intent	What new knowledge/content do we introduce?				
By the end of KS5 students are able to...	Year 12	Year 13	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?	
<ul style="list-style-type: none"> Read and translate unadapted Greek, both in a seen and unseen capacity Comment on the literary choices of any given author in Classical Greek Parse grammatical forms Write extended passages accurately in Classical Greek, translating from English Comment on prepared sections of Classical Greek prose/verse, drawing comparison with contemporaneous writing Embed quotes fluently and effectively in 	Autumn	<p>In the first half term, students will be introduced immediately to the Greek AS DVL, via 16 weekly vocabulary sets on Quizlet. To accompany this at-home learning, students are tested weekly on this vocabulary.</p> <p>Students work through a recap of the GCSE specification in the first half term, to ensure mastery of the GCSE curriculum. This includes recapping all areas of syntax and grammar from GCSE, including all cases, noun forms, verb forms, irregular verbs. Students will use prose composition as a tool to support and reinforce their learning.</p> <p>Alongside this recapping, students practise translation intensively, given the focus and difficulty of this element at A-Level. This practice begins with tricky GCSE passages that target specific areas for improvement, to AS-level passages that require some scaffolding.</p>	<p>By this term, students will have completed all grammatical elements of the course. Students will recap ALL vocabulary and grammar from the AS-Level in the first half term, as well as undergo some intensive vocabulary revision, based on the Cheadle lists and the AS DVL.</p> <p>Students will be tested for vocabulary acquisition on a weekly basis.</p> <p>Students will practise A-Level unseen passages and prose compositions in a scaffolded format. To guide the prose composition, we will use Anderson and Taylor's Writing Greek.</p>	<p>We have chosen to study an extended version of Sophocles' Ajax, rather than study it alongside Homer's Iliad. The reason is threefold; partly, it avoids cognitive overload for the student, having to learn the literary context for both Sophocles and Homer; another reason is that the style of Sophocles' writing is closer to that of Euripides (which will be the unseen text in the language paper); another reason is that Homeric Greek, while wonderful, is a challenging dialect. We have chosen to study Plato's Symposium in an extended manner rather than combine it with Thucydides' Histories. This is partly due to where teacher expertise lies, partly due to the more conversational and engaging nature of Plato and partly due to the crossover with A-Level Classics (Love & Relationships module).</p> <p>We have taken on lots of specialist advice in planning for this qualification. This has influenced our curriculum choices in studying for the prose composition rather than the prose comprehension paper; this is because we feel as a department that prose composition is more accessible and enjoyable, and will bring a bigger benefit to other papers, notably the language paper.</p>	<p>Classical Greek is not on the National Curriculum. Indeed, Chesterton Community College is, as far as we know, the only state-maintained school to offer Classical Greek to A-Level. We are committed to ensuring that our Classical Greek students have access to extracurricular opportunities. For example, our students are invited to relevant Classical Civilisation lessons (i.e. those on Plato's Symposium). They will also have the opportunity to attend a Greek play, whether in Cambridge, Oxford or London. Students will also have access to outside lectures and sessions, due to our connections with our specialist providers and the Faculty of Classics at the University of Cambridge.</p> <p>Students go beyond the prescribed vocabulary, to include various verse and prose words from Cheadle and Taylor. This is to enhance their vocabulary knowledge and consequent translation skills.</p>
		<p>In the second half of the Autumn term, students continue with the linguistic element of the course. They are introduced to AS-Level grammatical features, including correlatives, questions, the uses of the subjunctive and the optative moods, as well as conditionals. This is alongside continued weekly vocabulary testing. Students will use prose composition as a tool to support and reinforce their learning.</p> <p>Simultaneously, students are also introduced to the Verse component of the exam; at Chesterton, our students read Sophocles' Ajax, and so this involves an introduction to tragedy. Students read a variety of tragedies, as well as begin translation of the set-texts. During the time, students practise essay writing and detailed text commentaries.</p>	<p>In the second part of the term, students will enhance their verse vocabulary and will be tested weekly on frequent verse-based vocabulary. To support this, students will carry out unseen verse translations of Euripides, in order to support the language unseen paper.</p> <p>Students will practise A-Level unseen passages and prose compositions in a scaffolded format. Students will continue in their prose composition efforts, particularly focusing on recapping verbs of perception, genitive absolutes and forming tenses (in both regular and irregular verbs). To guide the prose composition, we will use Anderson and Taylor's Writing Greek.</p>		
	Spring	<p>In the beginning of the Spring term, students continue in a similar vein to the previous half term; they study both AS-level language and the verse component.</p> <p>In the language lessons, the new topics that are introduced include the perfect tenses, pluperfect tenses, deponent verbs, compounds and prepositions and clause subordination. Students will use prose composition as a tool to support and reinforce their learning.</p> <p>In the verse lessons, students will master the set-text translation of the prescribed sections of Sophocles' Ajax. They will broaden their knowledge of tragedy in general in order to build up the content they can deploy in the 30 mark essays. Students will practise embedding quotes in Greek into essays, and will generate thematic quote lists.</p>	<p>In the Spring term, students will increasingly be practised in exam-style practice. This will include a combination of weekly vocabulary testing and grammar recaps, as well as regular verse and prose unseens on a biweekly basis (Euripides and Xenophon, respectively), essays on Plato and Sophocles (also biweekly) and prose composition practise. To guide the prose composition, we will use Anderson and Taylor's Writing Greek.</p>		
		<p>In the second half of the spring term, students will continue with the linguistic elements of the course, building up to regular AS level, unsupported translation. The new content will include -μι verbs and ἰσθημι, time clauses, participles, middle verbs, verbs of fearing, particles and contraction. Students will continue with weekly vocabulary testing – this will be both a recap of the AS Level DVL for Classical Greek, as well as the Cheadle vocabulary set on Quizlet. Students will use prose composition as a tool to support and reinforce their learning.</p> <p>Students will finish off their study of Sophocles' Ajax in this half term and begin with Plato's Symposium. The new content will include background information to the context and characters of the symposium, as well as a brief overview of 5th Century philosophy.</p>	<p>Similarly to the previous half term, students will increasingly be practised in exam-style practice. This will include a combination of weekly vocabulary testing and grammar recaps, as well as regular verse and prose unseens on a biweekly basis (Euripides and Xenophon, respectively), essays on Plato and Sophocles (also biweekly) and prose composition practise. To guide the prose composition, we will use Anderson and Taylor's Writing Greek.</p> <p>Given small class sizes, we will be able to spotlight particular areas of difficulty, based on the needs to the students.</p>		
		Summer	<p>Students will continue with the linguistic study of Greek, including the regular vocabulary testing from Cheadle and the DVL. New grammatical features include the gerundive, gerund, impersonal</p>		

KS5 Curriculum – Classical Greek

<p>Classical Greek into essays</p>		<p>verbs, indefinite constructions, crasis and elision, imperatives and subordinate clauses in indirect speech. Students will use prose composition as a tool to support and reinforce their learning. Students will continue in their study of the prose element of the course, translating, commenting and comparing the prescribed sections of Plato. Students will practise embedding quotes in Greek into essays, and will generate thematic quote lists.</p>	<p>frequent vocabulary testing, unscaffolded translation, prose composition and exam-style essay planning</p>		
		<p>In the summer term, students will sit a full mock on the language and the verse. Students will sit an adapted mock on the prose. Students will get ample feedback on the mock process. Once the mocks are finished, students will finish off all prose content. In the final week of term, students will participate in some Classics enrichment – particularly, they will participate in undergraduate level lectures and sessions with university academics.</p>	<p>N/A</p>		
	<p>Rationale for this sequence</p>	<p>We have chosen to recap the GCSE content at the beginning of the course given that all pupils coming to us for Greek A-Level are currently external and we would like to quality-assure the learning they have done to this point. Another reason for this is that, on the advice of a specialist Greek advisor from Harrow School, mastery of the Greek GCSE is compulsory for the prose composition element of the A-Level course.</p> <p>We have chosen to regularly test vocabulary to avoid cognitive overload while also maintaining the 'little and often' principle of vocabulary learning.</p> <p>We have chosen to front-end the course, completing the majority of the content by the end of Y12. This is to allow plenty of time to embed knowledge and practise the high level skills that are required for the A-Level course.</p> <p>Regarding the sequence of grammatical features, we have chosen this order based on the only available textbook for the course, Greek Beyond GCSE in John Taylor. As novices in teaching Classical Greek, we have opted for this tried-and-tested method on the advice of many other specialists.</p> <p>We have decided to first learn the verse then the prose component. so that students can maintain regular language lessons alongside their prose/verse lessons; the alternative is to press pause on language for a term, which we felt would be detrimental to the students' overall progress.</p>	<p>We have chosen to front-end the course, completing the majority of the content by the end of Y12. This is to allow plenty of time to embed knowledge and practise the high level skills that are required for the A-Level course. Students will focus on common words beyond the DVL in the Cheadle vocabulary in the first term, then build on these more common words to include more poetic vocabulary items in half term 2, including the verse vocabulary lists. Students will build up from AS Level passages to A-Level passages in terms of their translation; these will be increasingly unscaffolded as students become more confident and fluent in their translation skills.</p> <p>To complement these translation skills, students will also carry out regular prose composition exercises; these will practise linguistic skills and broaden our students' vocabulary.</p> <p>From January, students will complete weekly essays on the prose and verse papers at home. Lesson time will be used for feedback on these, as this is deemed more impactful. Students will also be given weekly unseens, which will alternate between verse and prose. This is to ensure both verse and prose are evenly rehearsed. It will also help manage the teacher workload, with each teacher having only one piece of work to mark per week.</p>		
	<p>How does the KS5 Curriculum build on previous learning at KS4?</p>	<p>We do not currently have a KS4 curriculum in Classical Greek at Chesterton Community College.</p> <p>The A-Level in Greek builds on and masters the linguistic skills expected at GCSE. In particular, the prose composition element of the paper requires mastery of the language component of the GCSE.</p> <p>Overall themes for the ancient world, such as heroism, love and gender roles, which are often studied at GCSE through set-texts and background information, are built upon in the A-Level qualification. We continue to build this, both through the prescribed materials but also external opportunities, such as lectures, additional lessons and museum visits.</p> <p>Students require high-level essay writing and analysis skills; such skills have their foundations in from both Greek GCSE but also English Literature GCSE.</p>			

Classical Greek – curriculum overview:

YEAR 12:



YEAR 13:

