

CURRICULUM OVERVIEW

A Level Classical Civilisation: Year 12

Autumn	Spring	Summer
<p>Greek Art: Freestanding Sculpture, Architectural Sculpture</p> <p>Love and Relationships: Greek and Roman Men and Women, Plato, Seneca</p>	<p>Greek Art: Vases</p> <p>Love and Relationships: Sappho, Ovid</p> <p>World of the Hero: Odyssey books 1, 5, 6, 7, Aeneid books 1, 2</p>	<p>Revision of Love and Relationships and Greek Art</p> <p>World of the Hero: Odyssey books 8, 9, 10, 11, Aeneid 3, 4</p>

A Level Classical Civilisation: Year 13

Autumn	Spring	Summer
<p>World of the Hero: Odyssey 12, 16, 17, 18, Aeneid 6, 7, 9</p> <p>Revision of all topics ahead of November mocks</p>	<p>World of the Hero: Odyssey 19, 21, 22, 23 Aeneid 10, 11, 12</p>	<p>Revision of all topics</p> <p>Exam practice</p>

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"> Have a sophisticated knowledge of a wide range of classical sources and be able to draw comparisons between them Understand how classical literature was received in its context, including how they respond to the issues and values of the world in which they were created Critically analyse and evaluate a range of sources to gain insight into the classical world Form articulate responses based firmly in ancient 	Autumn	Students begin studying two courses in tandem: The 'Beliefs and Ideas' component, Love and Relationships and the 'Culture and the Arts' component, Greek Art. Love and Relationships <ul style="list-style-type: none"> The role of men and women in Ancient Greece and Rome The ideas of Plato regarding love and desire Greek Art <ul style="list-style-type: none"> Free-standing sculpture 	Students continue with 'The World of the Hero' <ul style="list-style-type: none"> Odyssey 12, 16, 17, 18, Aeneid 6, 7, 9 Revision of epic topics covered so far in advance of November mocks. 	We use the OCR Companion Textbooks to Component 32, 24, 11 supplemented with our own resources. We chose 'Love and Relationships' as it was a topic very easily brought forward into the modern world, particularly at a time when issues regarding romantic love, sexuality and relationships are often at the forefront of student minds. Learning about the realities of the constrictive nature of society for women in the ancient world and the lack of choice available to most people leads to fantastic conversations in the classroom about the nature of love and the role it plays in a cohesive society. It also provides the chance to spend a large amount of time reading Sappho, one of the most significant female sources from the Greek world. 'Greek Art' is a fantastic module to study as it provide the tools with which students can unlock any visual source from the ancient world. Students become literate in 'reading' statues, vases and architecture and therefore unlock ways of talking about the history of art in general, as well as scrutinising what their art said about the Greeks themselves. We chose the Odyssey over the Iliad due to our staff preference for the myths and stories over more military content which can be harder to present in a varied way to students.	There is no National Curriculum for Classical Civilisation. Students are offered a variety of trips to enhance their learning. The Museum of Archaeology at the Faculty of Classics provides a fantastic way for students to get a sense of the scale and emotional impact of the Greek Art that they study. We hope to include 6 th form students in trips to Bath, Rome and Pompeii, those these have not yet been confirmed. Classics Study Days run by the University are publicised to students as well as the Oxford and Cambridge Classics Open Day and Cambridge Classical Association lectures. We have a range of external academic speakers and current Classics undergraduates visit the school to provide alternative perspectives and add depth to our curriculum.
		Love and Relationships <ul style="list-style-type: none"> The ideas of Seneca regarding love and desire Love and desire in the poetry of Sappho Greek Art <ul style="list-style-type: none"> Architectural sculpture 	After feedback from November mocks, students will continue with 'The World of the Hero' <ul style="list-style-type: none"> Odyssey 19, 21, Aeneid 10, 		
	Spring	Love and Relationships <ul style="list-style-type: none"> Love and desire in the poetry of Ovid Recap of all topics Greek Art <ul style="list-style-type: none"> Vases Recap of all topics 	Students will complete their reading of the Odyssey (21, 22, 23) and the Aeneid (11, 12) and spend time practising the skills involved in comparing the texts and writing extended responses to them.		
		After February half term, students switch over to the compulsory 'World of the Hero' module. They study the Odyssey and the Aeneid in tandem. Throughout this topic students will be expected to study the literary technique and composition of epic poetry, analyse key Greek and Roman themes such as time, kleos, arête and pietas, understand the significance of the social and religious context in which they were written and be able to draw this together into critical responses to these ancient texts. <ul style="list-style-type: none"> Odyssey books 1, 5, 6, 7, Aeneid books 1, 2, 	Targeted revision of all three components Chance for extending beyond curriculum (language, literature or civ). Self-guided projects.		
	Summer	Revision of Love and Relationships and Greek art (all topics) for summer mock exams.	Final Revision and confidence building.		
		Students continue with the 'World of the Hero' <ul style="list-style-type: none"> Odyssey books 8, 9, 10, 11, Aeneid 3, 4 	Exam Practice.		

<p>evidence and presented as coherent arguments.</p> <ul style="list-style-type: none"> • Have the skills required to approach further study of the classical world 	<p>Rationale for this sequence</p>	<p>We start students off with two concurrent topics to ensure that their exposure to the ancient world is varied. The World of the Hero topic is solely literature based and so can give a skewed impression of the scope of the qualification.</p> <p>The Love and Relationships module chimes with the lived experiences of students entering the 6th Form, and they are able to relate to the frustrations, elations and challenges of navigating the world of romantic relationships. It also opens up the topics of gender roles and the ethics of sexuality, all of which provide scope for comparison with the modern world.</p> <p>The introduction of Greek Art is an accessible way to engage with the Greek world, and is a means of unlocking many questions of the Greek psyche and Greek society as well as demonstrating to students just how profound an impact Greek art and architecture has had on art throughout the ages.</p>	<p>We aim to finish the course with plenty of time to revisit older material, as we find that, with their developed critical and analytical skills and their more rounded knowledge of the context of the Ancient Greek and Roman worlds, students can provide more mature insight into topics studied at the beginning of Year 12.</p>		
	<p>How does the KS5 Curriculum build on previous learning at KS4?</p>	<p>The KS5 course is open to those who have never studied Classical Civilisation before, as well as those who have done a GCSE in either Classical Civilisation, or a related subject e.g. Latin or Classical Greek.</p> <p>For those who arrive having previously studied the GCSE curriculum at Chesterton, then we build extensively upon the skills generated to do with reading and interpreting ancient literature. We build upon basic knowledge acquired in GCSE about the poet Ovid, architectural sculpture, the organisation of Greek and Roman society and also the myths of Homer and Virgil.</p>			