

KS5 Curriculum – Ancient History

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?
<p>- <b>Demonstrate understanding of the key historical terms and concepts relevant including change, continuity, causation, consequence and significance.</b></p> <p>- <b>Analyse and evaluate the significance of, events, individuals, groups, developments and ideas in order to reach</b></p>	<b>Autumn</b>	<p>In the first half term, students will be introduced to both Greek and Roman modules. Emphasis in both modules is on developing clear, coherent written responses and historiography. In Greek, the first portion of Period study is undertaken, covering the period from 525-c 479 BC. The focus for sources will be Thucydides, Xenophon and Herodotus. Weekly revision of previous topics and at least one timed writing test per week are included.</p>	<p>By this term, students will have completed most of the required content. In Greek Depth Study, students will cover Spartan government and the organisation of the army. Students should now be writing with confidence and will be given the opportunities to do so in a timed, controlled setting. Weekly revision of both Depth and Period topics will continue.</p>	<p>The decision to study Republic and Empire for the Rome Depth Study was taken as this period of history is the one we deemed to be of greatest interest and significance. Indeed, it would be difficult to understand the other two options well without a solid grounding in the fall of the Roman Republic and the rise of Empire.</p> <p>The choice of Sparta as the module for the Greek Depth study was made as we felt that it best complimented the Period Study while providing students with a different perspective on the 'other' powerful polis in 5<sup>th</sup> century Greece.</p>	<p>Ancient History is not on the National Curriculum. Chesterton Community College is one of the few state-maintained colleges in the country offering A-Level Ancient History. We are committed to ensuring that our 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, through our connections with relevant University departments.</p> <p>Students are given the opportunity to attend trips to the British Museum, the Cast Gallery, the Fitzwilliam Museum and participate in a trip to Greece for further enrichment.</p>
		<p>In the second half of the Autumn term, students continue to study both Greek and Roman modules. In the Greek Period study, students cover required content for the causes of the Peloponnesian War. Further work on Xenophon, Herodotus and Thucydides will be undertaken, as well as contributions from other ancient sources. Support for writing begins to fade in this half term and students will be given opportunities to write with more independence.</p>	<p>In the second part of the term, students will complete the required content in Greek Depth study, covering other states' views of Sparta and the Spartan mirage.</p>		
	<b>Spring</b>	<p>In the beginning of the Spring term, students continue in a similar vein to the previous half term; they study both Greek and Rome modules, developing skills of source interrogation and independent writing. In Greek Period Study, students finish the required content, from the Peace of Nicias through to the relationship between Sparta and Athens. Weekly revision and writing tasks continue.</p>	<p>In the Spring term, students will increasingly be practised in exam-style practice. This will include a combination of weekly recaps, as well as in class debates and quick questions to help students hone their skills at recalling appropriate source material. Students will also be given more in depth reading and begin to engage with some of the controversies and differing opinions of current historians. Extension source materials are offered on topics where students feel less-confident.</p>		
		<p>In the second half of the spring term, students will move into Greek Depth Study where they will study 'Sparta'. In this term, they are introduced to the sources (mainly Plutarch, Herodotus, Thucydides and Tyrtaeus) and we will cover the education and values in Sparta.</p>	<p>Similarly to the previous half term, students will increasingly be practised in exam-style practice and digging deeper into the interpretations of historians. We will be looking specifically for what makes good, clear writing. Extension source materials are introduced for all of the major themes.</p>		
	<b>Summer</b>	<p>Students will pause in their studies for mocks; the rest of this half term will focus on Spartan society in Greek Depth Study. Revision of topics from the Greek Period study will continue.</p>	<p>In the final half term before the exams, students will be largely focussed on exam style practise.</p>		
		<p>In the summer term, students will complete the unit on Spartan society in Greek Depth study. 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>		

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<p><b>substantiated judgements.</b></p> <ul style="list-style-type: none"> <li>- <b>Make connections, draw contrasts and analyse trends, such as between economic, political, social, religious and military history, and between short and long-term timescales</b></li> <li>- <b>Critically use ancient source material in analysing and evaluating historical questions, problems and issues.</b></li> </ul>	<p><b>Rationale for this sequence</b></p>	<p>We have chosen to study the two modules of Greece and Rome in parallel, rather than sequentially, in deference to the fact that the papers are evenly weighted and constitute an equal proportion of the overall exam. If we had studied one module in Y12 and another in Y13, the module done in Y12 would have the advantage of an additional term of study. Instead, our approach gives equitable time to each unit.</p> <p>The weekly lessons are chronological and mirror the sequence presented in the OCR approved textbook for these exams.</p>	<p>We have chosen to study the two modules of Greece and Rome in parallel, rather than sequentially, in deference to the fact that the papers are evenly weighted and constitute an equal proportion of the overall exam. If we had studied one module in Y12 and another in Y13, the module done in Y12 would have the advantage of an additional term of study. Instead, our approach gives equitable time to each unit.</p> <p>The weekly lessons are chronological and mirror the sequence presented in the OCR approved textbook for these exams.</p>		
	<p><b>How does the KS5 Curriculum build on previous learning at KS4?</b></p>	<p>We do not currently have a KS4 curriculum in Ancient History at Chesterton Community College.</p> <p>The A-Level in Ancient History builds on and masters the reading and writing skills expected at GCSE History.</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>			