



Curriculum Map: Classical Civilisation 2019-2020

Term 1	Year 9	Year 10	Year 11
Autumn Term	Enrichment Carousel (18 lessons) <ol style="list-style-type: none"> The Birth of Creation (stories from a range of cultures, including Greece) – 1 lesson The Primordial Deities and Titanomachy – 1 lesson The Olympians – 4 lessons Prometheus – 4 lessons Philosophy – Socrates, Aristotle and Plato – 4 lessons Roman gods and mythology – 1 lesson Romulus and Remus – 2 lessons Assessment and evaluation – 1 lesson 	<ol style="list-style-type: none"> Introduction – 2 lessons Unit 1.1: The Gods – 10 lessons Greek and Roman gods, their responsibilities and symbols and how they are typically represented in Greek and Roman art. Greece – Zeus, Hera, Demeter, Poseidon, Hephaistos, Apollo, Artemis, Athena, Aphrodite, Ares, Dionysos, Hestia, Hermes, Hades Rome – Jupiter, Neptune, Vulcan, Mercury, Mars, Pluto, Apollo, Juno, Venus, Minerva, Diana, Bacchus, Vesta, Ceres The prescribed source for this unit is : <i>Homeric Hymn to Demeter</i> Unit 1.3: Religion and the City: Temples – 12 lessons Include the Parthenon metopes from Unit 1.6 Temples and their use, including the position of the altar; temple layout; the cult statue; use by worshippers; the roles and responsibilities of priests in worship and sacrifice; the purpose of sacrifice; officials; animals. Unit 4.5: Introduction to Homer and the <i>Iliad</i> (including summary and Books 5 and 6) – 12 lessons 	<ol style="list-style-type: none"> Unit 1.2: The Universal Hero – 12 lessons The myths associated with Heracles (known to the Romans as Hercules) and how he is typically represented. Revision: <ul style="list-style-type: none"> The Temple of Zeus Artemis/Diana Theseus How and why the Greeks and Romans honoured their gods Blood sacrifice Unit 4.1: Sparta at War – 12 lessons This topic focuses on the nature of warfare in Sparta during the 5th century BC. Revision: <ul style="list-style-type: none"> Tyrtaeus Unit 4.2: Athens at War – 12 lessons This topic focuses on the Athenian army; the Athenian navy; battle of Salamis. Revision: <ul style="list-style-type: none"> The Parthenon The <i>Iliad</i>

		Genre and author; composition and aims; literary context; characterisation; themes.	
How is oral and written literacy promoted?	<ul style="list-style-type: none"> Students will express themselves clearly, both orally and in writing. They will be encouraged to communicate in standard English. They will be expected to use keywords accurately and to spell them correctly. 	<ul style="list-style-type: none"> Students will be encouraged to communicate in standard English, both orally and in writing. Students will be taught how to develop their ideas in a clear and coherent manner. Students will be taught how to structure an argument (for 8 and 15 mark questions). 	<ul style="list-style-type: none"> Students will be encouraged to use the conventions of standard English accurately, verbally and in written form. Students will be taught how to develop a detailed and coherent response, using supporting material and keywords with accuracy.
What reading strategies will be taught?	<ul style="list-style-type: none"> Select and interpret information Infer and deduce meaning Synthesise information from a range of sources Analyse plot, character and theme 	<ul style="list-style-type: none"> Select and interpret information. Synthesise information from a range of sources. Recognise the writer's intentions in a piece of text. Infer and deduce meaning. Discuss different interpretations of texts, justifying personal views and supporting them with evidence. Analyse ideas and themes and use the information to form conclusions. Analyse the writer's literary craft. 	<ul style="list-style-type: none"> Select and interpret information. Synthesise information from a range of sources. Recognise the writer's intentions in a piece of text. Infer and deduce meaning. Discuss different interpretations of texts, justifying personal views and supporting them with evidence.
How will confidence in numeracy be developed?	<ul style="list-style-type: none"> A simple historical timeline (Athens and Rome) will help students navigate their way through the unit of work. 	<ul style="list-style-type: none"> An understanding of dimensions is needed when studying Greek and Roman temples/cult statues in order to fully appreciate the importance of the 4 case studies and to be able to compare them. 	<ul style="list-style-type: none"> A consideration of number when considering military tactics will help an understanding of both the Spartan and Athenian approaches to war.
Where does independent learning/thinking take place?	<p>Enrichment Carousel</p> <p>Describe</p> <ul style="list-style-type: none"> the common characteristics of creation stories; the story of how the Olympians defeated the Titans; roles and responsibilities of the main Olympians – Zeus, Poseidon, Hades, Hephaistos, Athena, Hermes, Hera, Aphrodite; the story of how Prometheus stole fire from the gods; why philosophy was important to Socrates, Aristotle and Plato; the Greek influence on Roman gods; the story of Romulus and Remus. <p>Explain</p> <p>the common concepts behind creation stories</p>	<p>Unit 1.1 – The Gods</p> <p>Describe:</p> <ul style="list-style-type: none"> the key responsibilities of each of the Olympian gods; the symbols used to identify the Olympians, as well as Hades/Pluto; any differences between the Greek and Roman versions of the Olympian gods. <p>Explain:</p> <ul style="list-style-type: none"> the character of Greek and Roman religion, including polytheism and anthropomorphism; the importance of epithets to describe the gods; what the relationship between men and gods was like. 	<p>Unit 1.2: The Universal Hero</p> <p>Describe:</p> <ul style="list-style-type: none"> how Heracles was born; the key events of each of Heracles' twelve labours; Hercules' battle with Cacus, Achoelus and Nessus; how Hercules died. <p>Explain:</p> <ul style="list-style-type: none"> why Heracles' birth made him a demi-god; why Heracles was sent on his ten labours and why he was given two more; why Hercules was important to Rome and how the Romans honoured him.

	<p>(e.g. anthropomorphic deities, parthenogenesis, creation of Earth as we know it);</p> <ul style="list-style-type: none"> • how Zeus became king of the Olympian gods; • why the Olympians were important to Greek mythology; • the themes of crime, punishment and justice in the story of Prometheus; • the life and times of Socrates, Aristotle and Plato; • how the Romans used Greek gods and myths as part of their own culture; • why the story of Romulus and Remus was important to the Roman people. 	<p>Unit 1.3 – Religion and the City: Temples</p> <p>Describe:</p> <ul style="list-style-type: none"> • the typical layout of a Greek and Roman temple and how they compare to the Parthenon and Temple of Zeus at Olympia, the Pantheon and Temple of Portunus; • what happened during a Greek and Roman blood sacrifice; • the names and roles of the various Greek and Roman religious officials; • the battle between the centaurs and the Lapiths. <p>Explain:</p> <ul style="list-style-type: none"> • the role of a Greek and Roman priest in their respective societies; • why blood sacrifice was important to the Greeks and Romans; • the extent the Parthenon, Temple of Zeus and Pantheon and Temple of Portunus conformed to the typical layout of Greek and Roman temples; • the role the Parthenon, Temple of Zeus and Pantheon played in the worship of their respective gods; • why the Centauromachy was used in the decoration of the Parthenon. <p>Unit 4.5: Homer</p> <p>Describe:</p> <ul style="list-style-type: none"> • oral poetry and epic poetry; • the overall storyline of the <i>Iliad</i>; • the storyline of Books 5 and 6 • the roles played by the main characters, including the gods, Diomedes, Hector, Andromache, Achilles and Priam. <p>Explain:</p> <ul style="list-style-type: none"> • how the Homeric poems are thought to have been composed; • the requirements of a Homeric hero; • the key themes, especially heroism and the pathos of war; • how the key characters are portrayed and how sympathetic you find them. 	<p>Unit 4.1: Sparta at War in the Fifth Century</p> <p>Describe:</p> <ul style="list-style-type: none"> • the social structure of Sparta and the training of Spartan soldiers; • the arms and armour used by Spartan hoplites, and the nature of phalanx fighting; • the structure of the Spartan army; • the key events and individuals involved in the battle of Thermopylae. <p>Explain:</p> <ul style="list-style-type: none"> • the importance of the army to Spartan society; • how Spartan education prepared boys for war; • why the Spartan army was so successful against its enemies; • why the battle of Thermopylae became so legendary in Sparta, even though it was a military defeat. <p>Unit 4.2: Athens at War</p> <p>Describe:</p> <ul style="list-style-type: none"> • the structure of the Athenian army; • the structure of the Athenian navy; • how a trireme was funded and manned; • the key events and individuals involved in the battle of Salamis. <p>Explain:</p> <ul style="list-style-type: none"> • how the Athenian army and navy were funded; • the tactics involved in trireme warfare; • how the army and navy influenced Athenian political life; • why the victory at Salamis was so important to the Athenians.
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<p>What opportunities are there for problem-solving?</p>	<ul style="list-style-type: none"> Students will explore a range of questions and situations where they have to synthesise information and then form their own opinion and judgements. They will begin to interpret visual material and identify the depiction of gods. 	<ul style="list-style-type: none"> Students will be encouraged to develop their own opinions, based on source material. They will develop the skills to interpret and evaluate visual material. Homework tasks will involve independent research. <p>The following questions will be addressed this term:</p> <ul style="list-style-type: none"> Why do so many religions involve parthenogenesis as part of their belief system? Why are certain deities more likely to be worshipped than others, according to different civilisations? What are the benefits of worshipping anthropomorphic deities? How did the Greeks and Romans view their relationship with the gods? 	<ul style="list-style-type: none"> Students will be encouraged to develop their own opinions, based on source material. They will develop the skills to interpret and evaluate visual material. Homework tasks will involve independent research. <p>The following questions will be addressed this term:</p> <ul style="list-style-type: none"> How did the structure of Spartan society influence the military? Why was the battle of Thermopylae commemorated by the Spartans? What is your opinion of the Spartan and Athenian ideals of citizenship? What was the impact of the military of Athenian politics and society?
<p>How is cultural awareness enhanced and horizons broadened?</p>	<ul style="list-style-type: none"> Students will read a range of texts relating to the Greek gods and some of the stories that surround them. They will also look at visual material to identify how the gods are portrayed in art. Students will read either excerpts or the whole text of <i>Prometheus Bound</i> by Aeschylus (differentiated according to ability). Students will examine the lives of some of the most famous Greek philosophers and understand why they were important to democratic thinking and debate. They will learn about Romulus and Remus and the founding of Rome. 	<ul style="list-style-type: none"> Students will read the <i>Homeric Hymn to Demeter</i> in order to appreciate the Greek understanding of the cycle of the seasons. They will explore Greek and Roman temple case studies – the Parthenon, the Temple of Zeus, the Temple of Portunus, the Pantheon . Students will explore how the <i>Iliad</i> relates to the social, historical and cultural context in which it was conceived, especially the oral tradition. They will consider the concepts of heroism (time, <i>aidos</i> and <i>kleos</i>) and bravery and how they differ to modern day thinking. Students will have an understanding of pagan religion and philosophy through mythology, art and architecture. They will explore the relationship between gods and men. They will develop an understanding of how moral ideas and concepts of virtue have evolved through history. 	<ul style="list-style-type: none"> Students will study the metopes at the Temple of Zeus. They will also read a range of literary texts, including <i>Homeric Hymn to Heracles</i>; Virgil, <i>Aeneid</i>; Ovid, <i>Metamorphosis</i> They will also study artefacts from Sparta - Bronze warrior figure, Spartan, British Museum; Helmet of Corinthian type, dedicated to Zeus at Olympia; Red figure Kylix of a Persian and a Greek fighting, the Triptolemos painter Students will study artefacts from Athens - South frieze (the Greeks fighting the Persians), Temple of Athena Nike, Acropolis Athens; Lenormant Trireme relief, Acropolis relief. They will explore war and warfare in ancient Greece, with a particular focus on Sparta and Athens. They will learn about the military systems in each society and encouraged to think about the impact that war and warfare had on wider society, linking it to the literature they have read.
<p>How does this unit of work develop an understanding and tolerance of</p>	<ul style="list-style-type: none"> Students will explore creation stories from a range of cultures. They will begin to understand why gods and mythology were important to the ancient Greeks 	<ul style="list-style-type: none"> Students will explore the role of religion in ancient civilisations, especially the concept of polytheism versus monotheism. They will understand how the beliefs of others 	<ul style="list-style-type: none"> Students will learn about the idealisation of war in Spartan society and compare it with modern attitudes to warfare. They will consider the characteristics of a hero,

others?	and Romans and how the ideas behind them are still relevant today.	were important in making sense of the world around them, especially how mythology helped to explain natural phenomena.	according to ancient civilisations and compare them with the 21 st century heroic ideal.
Formative Assessment Opportunities	<ul style="list-style-type: none"> Mainly through assessment for learning in class to check understanding of content. Written activities, including homework. 	<ul style="list-style-type: none"> Writing an argument – practice in class and for homework. Source analysis – written and visual. Response to literature – practice in class and for homework. 	<ul style="list-style-type: none"> Source analysis – written and visual Comparative essay between Heracles and Theseus. Paper 2: Literature – examination practice
Summative Assessment opportunities	<ul style="list-style-type: none"> End of course assessment and evaluation. 	<ul style="list-style-type: none"> End of unit assessments in 1.1 and 1.3 (each half-term) Extended writing response to Books 5 and 6 of the <i>Iliad</i> 	<ul style="list-style-type: none"> End of unit assessments in 1.2, 4.1 and 4.2 Year 11 mock examination
How will success be celebrated?	<ul style="list-style-type: none"> Through summative feedback. Merits issued for exceptional work and contributions to lessons. 	<ul style="list-style-type: none"> Through formative and summative assessment feedback. Merits issued for exceptional work and contributions to lessons. 	<ul style="list-style-type: none"> Through formative and summative assessment feedback. Merits issued for exceptional work and contributions to lessons.

Term 2	Year 9	Year 10	Year 11
Spring Term	Enrichment Carousel (see Autumn Term)	<p>1. Unit 1.5: Festivals – 12 lessons Include Dionysus/Bacchus</p> <p>Greek and Roman festivals, including the origins of the festival; officials; sacrifice; the programme; the participants.</p> <p>2. Unit 1.8: Journeying to the Underworld – 12 lessons</p> <p>Myths about journeys to the underworld, as told by Greek and Roman authors, including details of the myth and its plot; portrayal of characters; portrayal of the underworld; how the texts depict and reflect ancient culture.</p> <p>Revision:</p> <ul style="list-style-type: none"> Zeus, Hades, Demeter <p>3. Unit 4.5: The <i>Iliad</i> – 12 lessons (Books 22 and 24)</p>	<p>1. Unit 1.7: Death and Burial – 6 lessons</p> <p>Greek and Roman practices and beliefs surrounding death and burial, including the preparation, funeral procession and burial of the body.</p> <p>2. Unit 4.3: The Roman Military in the Imperial Period – 6 lessons</p> <p>How the Roman army was organised during the time of the Roman Empire, specifically focusing on the first and early second centuries AD.</p> <p>Revision:</p> <ul style="list-style-type: none"> Virgil <i>Aeneid</i> <p>3. Unit 1.6: Myth and Symbols of Power – 6 lessons</p> <p>Links between myth and portrayal of power, including how and why myth might be presented in art to demonstrate power, and the significance of where it was sited/displayed.</p>

		Literary context; characterisation; themes; heroes and warfare.	<p>Revision:</p> <ul style="list-style-type: none"> • The battle between the centaurs and the Lapiths • Apollo <p>4. Unit 4.4: The Romans at War – 12 lessons</p> <p>This unit examines two important military campaigns in Roman history – the battle of Actium; the campaigns of the emperor Trajan against the Dacians.</p> <p>Revision:</p> <ul style="list-style-type: none"> • Homer – <i>Iliad</i> • Horace – Ode 3.2
How is oral and written literacy promoted?		<ul style="list-style-type: none"> • Students will be encouraged to use the conventions of standard English accurately, verbally and in written form. • Students will be taught how to plan, edit, proofread and self/peer evaluate in order to improve content and structure. • Students will be taught how to develop their ideas in a clear and coherent manner, using keywords with accuracy. 	<ul style="list-style-type: none"> • Students will be encouraged to use the conventions of standard English accurately, verbally and in written form. • Students will be taught how to plan, edit, proofread and self/peer evaluate in order to improve content and structure. • Students will be taught how to develop their ideas in a clear and coherent manner, using keywords with accuracy.
What reading strategies will be taught?		<ul style="list-style-type: none"> • Select, interpret and synthesise relevant information from a range of sources. • Infer and deduce meaning. • Assess the validity and significance of information and ideas from different sources. • Analyse how texts are crafted to shape meaning and produce particular effects. • Analyse how writers' use of language and rhetorical, grammatical and literary features influence the reader. 	<ul style="list-style-type: none"> • Select, interpret and synthesise relevant information from a range of sources. • Infer and deduce meaning. • Assess the validity and significance of information and ideas from different sources. • Analyse how texts are crafted to shape meaning and produce particular effects. • Analyse how writers' use of language and rhetorical, grammatical and literary features influence the reader.
How will confidence in numeracy be developed?		<ul style="list-style-type: none"> • An understanding of prefixes to indicate number – e.g. pentathlon, hecatomb, dodecathlon. 	<ul style="list-style-type: none"> • Students will need to understand Roman numerals and how they work.

<p>Where does independent learning/thinking take place?</p>		<p>Unit 1.5: Festivals Describe:</p> <ul style="list-style-type: none"> • how the Great Panathenaia and City Dionysia were founded; • what happened on each day of the Great Panathenaia and the City Dionysia; • what happened at the Lupercalia and Saturnalia; • the sacrifices that took place at each festival. <p>Explain:</p> <ul style="list-style-type: none"> • why the Great Panathenaia and City Dionysia were important to the Athenians; • how Athens and Dionysus were worshipped at festivals; • why the Lupercalia and Saturnalia were important to the Romans; • how Lupercus and Saturn were worshipped at their festivals. <p>Unit 1.8: Journeying to the Underworld Describe:</p> <ul style="list-style-type: none"> • the storyline of the <i>Homeric Hymn to Demeter</i>; • what happened in the <i>Homeric Hymn to Demeter</i> and Ovid's story of Orpheus and Eurydice; • the characteristics of Demeter, Persephone, Hades and Zeus; • the characteristics of Orpheus, Eurydice, Proserpina and Pluto; • how the underworld is described by Homer and Ovid. <p>Explain:</p> <ul style="list-style-type: none"> • the importance of the <i>Homeric Hymn to Demeter</i> for the Greek understanding of the cycle of the seasons; • why the myth of Persephone's abduction was important to the Greeks and Romans; • why Orpheus' story was important to the Greeks and Romans. <p>Unit 4.5: Homer Describe:</p> <ul style="list-style-type: none"> • the storyline of Books 22 and 24; • the roles played by the main characters, 	<p>Unit 1.7: Death and Burial Describe:</p> <ul style="list-style-type: none"> • what happened to a Greek from death to burial; • what happened at the Genisia; • what happened to a Roman from death to burial; • what happened at the Parentalia and Lemuria. <p>Explain:</p> <ul style="list-style-type: none"> • why it was important that the dead were properly buried; • how a funeral could show off the wealth and social standing of Greek and Roman families; • why it was important that the dead were buried outside the town or city; • why festivals to the dead were important to the Greeks and Romans. <p>Unit 4.3: The Roman Military in the Imperial Period Describe:</p> <ul style="list-style-type: none"> • the structure of a Roman legion; • the plan and main buildings of a Roman legionary fortress; • how Roman soldiers were recruited, trained and paid; • the equipment, weapons and tactics used by Roman soldiers and sailors. <p>Explain:</p> <ul style="list-style-type: none"> • how the recruitment and training process produced the soldiers Rome required; • how the command structure enabled the Roman army to be successful; • how a Roman legionary fortress was designed to meet the needs of the legion; • why serving in the army may have been an attractive career for a Roman. <p>Unit 1.6: Myth and Symbols of Power Describe:</p> <ul style="list-style-type: none"> • the battle between the centaurs and Lapiths; • the battle between the Amazons and Greeks; • the Prima Porta of Augustus, including its key features;
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		<p>including the gods, Diomedes, Hector, Andromache, Achilles and Priam.</p> <p>Explain:</p> <ul style="list-style-type: none"> the key themes, especially heroism and the pathos of war; how the key characters are portrayed and how sympathetic you find them. 	<ul style="list-style-type: none"> the Ara Pacis, including its religious and mythological scenes. <p>Explain:</p> <ul style="list-style-type: none"> why the Centauromachy was used in the decoration of the Parthenon; why the Amazonomachy was used in the decoration of the temple of Apollo at Bassae; how the Prima Porta promoted the power and authority of Augustus; how the Ara Pacis promoted the power and authority of Augustus. <p>Unit 4.4: The Romans at War</p> <p>Describe:</p> <ul style="list-style-type: none"> the key events of the battle of Actium; the key individuals involved in the battle of Actium; the key events of Trajan's campaign against the Dacians; an outline of the decoration on Trajan's Column and the Arch of Trajan. <p>Explain:</p> <ul style="list-style-type: none"> why the battle of Actium came to be fought; why the battle of Actium was so important in Roman history; what Trajan's Column and the Arch of Trajan can tell us about Roman war and warfare; how Trajan is portrayed in these monuments.
What opportunities are there for problem-solving?		<ul style="list-style-type: none"> Students will analyse visual and literary sources and develop a comparative argument, establishing a preference as to which they find the most effective in terms of function. Homework tasks will involve independent research. <p>The following questions will be addressed this term:</p> <ul style="list-style-type: none"> Hubris and arrogance. Glory, honour and shame. The horror and glorification of war. The 'rules' of war, compared with the Geneva Convention. 	<ul style="list-style-type: none"> Students will analyse visual and literary sources and consider their effectiveness in the promotion of wealth and power. Homework tasks will involve independent research. <p>The following questions will be addressed this term:</p> <ul style="list-style-type: none"> What are the advantages and disadvantages of a fully professional military? How does the command structure of the Roman army compare to the command structure of a modern army today? How did the Romans adopt Greek battle tactics?

How is cultural awareness enhanced and horizons broadened?		<ul style="list-style-type: none"> Students will explore ancient Greek and Roman festivals – the City Dionysia, the Great Panathenaia, the Lupercalia and Saturnalia. Students will look at a range of ancient literary and visual sources in order to develop their understanding of festivals - Panathenaic amphorae and the Panathenaic frieze on the Parthenon; Ovid <i>Fasti</i>; the Calendar of Philocalus, showing the Saturnalia They will examine the relationship between the gods and between gods and men Students will study the <i>Homeric Hymn to Demeter</i> and Ovid's <i>Metamorphosis</i> as part of their understanding of death and the Underworld. Students will also consider motifs on funerary monuments in order to enhance their understanding of how Greeks and Romans responded to death. Students will explore how the <i>Iliad</i> relates to the social, historical and cultural context in which it was conceived, especially the oral tradition. They will consider the concepts of heroism (time, aidos and kleos) and bravery and how they differ to modern day thinking. 	<ul style="list-style-type: none"> Students will consider attitudes towards death and burial and compare it to modern-day thought. Students will analyse the following: Greek funeral stele; Roman sarcophagi and tombs; the Roman fortress at Chester; Bronze statuette of a legionary, British Museum; the Parthenon (metopes); Augustus of Prima Porta; the Ara Pacis; Mark Antony Legionary denarius; relief commemorating the battle of Actium; Trajan's Column; Arch of Trajan. They will explore Imperial Roman approaches to war and warfare, with a particular focus on the importance of military expansionism. They will learn about Rome's military systems and encouraged to think about the impact that war and warfare had on wider society, linking it to the literature they have read.
How does this unit of work develop an understanding and tolerance of others?		<ul style="list-style-type: none"> Students will develop their understanding of the Greek and Roman ideas of piety and consider how far they relate to modern day thinking. They will explore Greek and Roman attitudes to war and warfare, including the themes of glory, honour and shame; comradeship; patriotism. 	<ul style="list-style-type: none"> Students will develop an understanding of attitudes to death and burial customs in the ancient world. They will explore the importance of the Roman Empire (including Britain) and its legacy for the 21st century.
Formative Assessment Opportunities		<ul style="list-style-type: none"> Comparative essay on Homer and Ovid's depiction of the underworld. A response to stimulus questions. 	<ul style="list-style-type: none"> Source analysis – written and visual Paper 1: Revision questions – 8 and 15 mark practice Paper 2: Literature – examination practice
Summative Assessment opportunities		<ul style="list-style-type: none"> End of unit assessments in 1.5, 1.8 and 4.5. Extended writing response to Books 22 and 24 of the <i>Iliad</i>. 	<ul style="list-style-type: none"> End of unit assessments in 1.6, 1.7, 4.3 and 4.4 Year 11 mock examination

How will success be celebrated?		<ul style="list-style-type: none"> Through formative and summative assessment feedback. Merits issued for exceptional work and contributions to lessons. 	<ul style="list-style-type: none"> Through formative and summative assessment feedback. Merits issued for exceptional work and contributions to lessons.
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Term 3	Year 9	Year 10	Year 11
Summer Term	Enrichment Carousel (see Autumn Term)	<p>1. Unit 1.4: Foundation Stories – 18 lessons</p> <p>Ancient Greek and Roman belief about how Athens and Rome were founded by their associated heroes, including how and why the myths are depicted as they are; what these myths meant to the city; the role of the hero; the role of the gods.</p> <p>2. Unit 4.6: introduction to Tyrtæus and <i>The Fallen Warrior</i> – 4 lessons</p> <p>Literary context; characterisation; themes; heroes and warfare.</p> <p>3. Unit 4.7: introduction to Horace and <i>Odes</i> – 4 lessons</p> <p>Literary context; characterisation; themes; heroes and warfare.</p> <p>4. Unit 4.8: introduction to Virgil and the <i>Aeneid</i> – 10 lessons</p> <p>Literary context; characterisation; themes; heroes and warfare.</p>	<p>1. Revision of Paper 1 – 12 lessons</p> <p>Significance questions, detailed-response questions, stimulus questions, extended-response questions, general exam skills.</p> <p>2. Revision of Paper 2 – 12 lessons</p> <p>Knowledge and understanding questions, significance questions, stimulus questions, detailed-response questions, extended-response questions, general exam skills</p>
How is oral and written literacy promoted?		<ul style="list-style-type: none"> Students will be encouraged to use the conventions of standard English accurately, verbally and in written form. Students will be taught how to develop a detailed and coherent response, using supporting material and keywords with accuracy. 	<ul style="list-style-type: none"> Students will be encouraged to use the conventions of standard English accurately, verbally and in written form. Students will practise the written skills required for examination success.
What reading strategies will be taught?		<ul style="list-style-type: none"> Select, interpret and synthesise relevant information from a range of sources. Infer and deduce meaning. 	<ul style="list-style-type: none"> Students will practise the reading skills required for examination success.

		<ul style="list-style-type: none"> Assess the validity and significance of information and ideas from different sources. Analyse how texts are crafted to shape meaning and produce particular effects. Analyse how writers' use of language and rhetorical, grammatical and literary features influence the reader. Recognise and discuss different interpretations of concepts and events. 	
How will confidence in numeracy be developed?		An understanding of distance is useful in comparing the heroic feats of Theseus and Aeneas in order to reach conclusions as to which was the more remarkable. Students will study ancient maps to identify locations and distances.	<ul style="list-style-type: none"> Revision
Where does independent learning/thinking take place?		<p>Unit 1.4: Foundation Stories Describe:</p> <ul style="list-style-type: none"> the contest that took place between Athena and Poseidon for the naming of Athens; each of the scenes shown on the Theseus kylix in the British Museum; the events that led to Aeneas landing in Italy; the events that led to Romulus founding Rome. <p>Explain:</p> <ul style="list-style-type: none"> why the myth of Athena and Poseidon's contest was important to the Athenians; why Theseus was important to the Athenians; why Livy used Aeneas and Romulus' stories in his work; why Plutarch considered Theseus and Romulus good subjects for comparison in his work. <p>Unit 4.6: Tyrtaeus Describe</p> <ul style="list-style-type: none"> the historical context in which Tyrtaeus was writing; the importance of Tyrtaeus' poetry for later Spartans; the nature of elegiac poetry; an outline of <i>The Fallen Warrior</i> poem. <p>Explain:</p> <ul style="list-style-type: none"> how Tyrtaeus' historical context influenced his 	<ul style="list-style-type: none"> Revision

		<p>poetry;</p> <ul style="list-style-type: none"> the nature of the heroism that the poem encourages; the importance of the concept of shame in the poem; the way that young and old Spartans are contrasted in the poem. <p>Unit 4.7: Horace</p> <p>Describe:</p> <ul style="list-style-type: none"> the historical context in which Horace wrote his odes; the outline of Ode 3.2 the three different stages of Ode 3.2 <p>Explain:</p> <ul style="list-style-type: none"> the key themes of the poem, particularly bravery and cowardice; the importance of the emperor Augustus in the poem; the literary techniques used in the poem to make it powerful. <p>Unit 4.8: Virgil</p> <p>Describe:</p> <ul style="list-style-type: none"> the historical context in which Virgil wrote the <i>Aeneid</i>; the storyline in this prescription, including the context in which Aeneas narrates it; the roles played by the main characters, including Aeneas, Hector, Creusa, Priam and Pyrrhus; examples of imagery used by Virgil. <p>Explain:</p> <ul style="list-style-type: none"> how the politics of Virgil's time influenced the themes of the <i>Aeneid</i>; the nature of Aeneas' destiny, and the importance of pietas; how warfare is depicted, including examples of heroism and of its innocent victims; how Virgil's use of imagery lends power to his narrative. 	
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What opportunities are there for problem-solving?		<ul style="list-style-type: none"> Students will analyse visual and literary sources and make links to foundation myth. Homework tasks will involve independent research. <p>The following questions will be addressed this term:</p> <ul style="list-style-type: none"> The importance of gods and heroes to foundation stories The reliability of myth and ancient historical documentation – Livy and Plutarch. Why it was important to the wealthy and elite to promote mythology through architecture What makes Theseus and Aeneas heroes in the eyes of their respective cultures? How do modern audiences respond to ancient literary texts? 	<ul style="list-style-type: none"> Revision
How is cultural awareness enhanced and horizons broadened?		<p>Students will study a range of visual and historical sources, including the Theseus Kylix; Livy, <i>The Early History of Rome</i>; Plutarch, <i>Parallel Lives: Comparison of Theseus and Romulus</i>.</p> <ul style="list-style-type: none"> Students will read texts by Tyrtaeus, Horace and Virgil, considering how political events of the time shaped their writing. 	<ul style="list-style-type: none"> Revision
How does this unit of work develop an understanding and tolerance of others?		<ul style="list-style-type: none"> Students will consider the impact of war on innocent civilians. Students will explore the importance of family and comradeship to ancient civilisations. 	<ul style="list-style-type: none"> Revision
Formative Assessment Opportunities		<ul style="list-style-type: none"> A response to stimulus questions Extended writing on a comparison between Theseus and Romulus Essays looking at the depiction of characterisation and themes in literature 	<ul style="list-style-type: none"> Continual practice and assessment of examination questions.
Summative Assessment opportunities		<ul style="list-style-type: none"> End of unit assessments in 1.4 Examination practice: <ul style="list-style-type: none"> Paper 1: Religion Paper 2 Literature. 	<ul style="list-style-type: none"> Terminal examination