

# CLASSICS YEAR 10

## CURRICULUM INTENT:

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Classical Civilisations and develop students into Classicists: In year 10 students will develop a secure knowledge and understanding of Myth and Religion to encompass Greek and Roman religion and cultural practices. They will also start to develop their knowledge on the epic, 'the Odyssey,' and the Mycenae culture, developing their analytical skills by considering language, characterisation and plot. All students will be challenged to form judgements and evidence those opinions with prescribed sources whether they be pictorial or in the written form. This connects to the programme of study followed in KS3 which began with an understanding of the Greek and Roman worlds exploring religion and some of the classical heroes such as Heracles and Theseus. Our ambition for all Classicists is that they begin to consider classical and modern interpretations of the Ancient World and reflect on how much society has changed, but also remember some of the values and principles that still remain today. The real merit of studying this subject is recognising where so many of our values stem from, but also seeing how society has evolved over time and how the position of women and religion has altered and adapted as society has developed over hundreds of years. The knowledge and skills developed in Classics will allow students to succeed in many differing pathways as the process of explaining, analysing and evaluating the very ancient past will ultimately allow you to make effective judgements in any field you choose to pursue in the future, from Business to Medicine. Year 10 will prepare students for the challenges of year 11 as both units will be studied in significant depth and students will have acquired the skills necessary to approach examination questions with more confidence. However, the journey doesn't end here, let's keep learning more together.

	<b>PRIOR LEARNING</b>	Greek and Roman Gods as well as myths were studied at KS3 so there will be limited prior knowledge.
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	The units explore society and how it has changed, plus the concept of democracy and leadership as well as the role of women in the Ancient World: PRE explores the concepts of religious rituals and at KS3 they explore some of the myths and legends associated with this unit.
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	There are links to the Classical department at UoB and opportunities to work with the senior lecturer on classical concepts and skills.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC/KNOWLEDGE</b>	<b>Introduction</b> <b>Half term 1: The Homeric World:</b> <b>Half term 1: Myth and Religion</b> <b>All students will know:</b> <b>Homeric World</b> The Three main cities (Mycenae, Troy and Tiryns) Key features of the cities Layout and Structure of the Cities Evidence for and Against Homer's Troy Schliemann and the Archaeology of Troy Structure of the Megaron Hunting methods Weapons & Armour used  <b>Myth and Religion</b> Gods and Goddesses and their representation Homeric Hymn to Demeter Orpheus and Eurydice Introduction to the Greek hero, Heracles	<b>Half term 2: The Homeric World</b> <b>Half term 2: Myth and Religion</b>  <b>All students will know:</b> <b>Homeric World</b> Linear B translations Trade of Mycenae The Ulu Burun ship significance Clothing of Mycenae Creation and Examples of Frescoes Creation and Examples of Jewellery  <b>Myth and Religion</b> Heracles and the 12 labours Roman Hercules and battles with Cacus, Achelous and Nessus Introduction to Temples	<b>Half term 1: Homeric World</b> <b>Half term 1: Myth and Religion</b>  <b>All students will know:</b> <b>Homeric World</b> Burial customs Structures and purposes of Cist, Shaft and Tholos graves Use of Funerary objects Contents of Grave Circle A and Grave Circle  <b>Myth and Religion</b> How Greeks and Romans worshipped the Gods and Goddesses Temple of Zeus The Parthenon Roman Pantheon Portunus	<b>Half term 2: Homeric World</b> <b>Half term 2: Myth and Religion</b>  <b>All students will know:</b> <b>Homeric World</b> Revision of key knowledge and exam skills for assessment  <b>Myth and Religion</b> Theseus background and labours Aeneas and the Trojan War The formation of Rome: Romulus and Remus Livy and Plutarch	<b>Half term 1: Homeric World</b> <b>Half term 1: Myth and Religion</b>  <b>All students will know:</b> <b>Homeric World:</b> Introduction to the Odyssey Discussion of characters and the overview of the story  <b>Myth and Religion</b> Greek and Roman festivals: Panathenaea, City Dionysia, Lupercalia and Saturnalia Introduction to symbols of power	<b>Half term 2</b> <b>Half term 2</b>  <b>All students will know:</b> <b>The Homeric World</b> Revision of Mycenaean culture in preparation for the year 10 examination with feedback and reflective tasks  <b>Myth and Religion</b> Revision for year 10 exam: New content alongside Death and Burial
<b>SKILLS</b>	Focus on A01 questions and use of sources in this half term with a gradual build up to 8 marker challenges that assess A01 and A02	More focus on A02 post assessment	Focus on 15 markers for both units and how to apply knowledge and sources to answers	Revision techniques and application of knowledge to questions for the Homeric World	Consolidation of all types of questions in preparation for the year 10 mocks	Revision and reflections on progress this year by all students
<b>ASSESSMENT</b>	Students at this stage of learning will receive in class feedback to improve, recall quizzes and knowledge Formatively- quizzes, questioning and modelling  <b>KEY ASSESSMENT PERIOD</b> 30 question quiz and 8 marker on Mycenae-cities A01 quiz for Myth and Religion	Formatively- quizzes, questioning and modelling	Short A01 questions to assess understanding of the prescribed sources Livy and Plutarch -  <b>KEY ASSESSMENT PERIOD</b> 15 marker Myth and Religion 15 marker- Mycenae	Formatively- quizzes, questioning and modelling  <b>KEY INTERNAL ASSESSMENT</b> Mini mock on Section A of the Homeric World: Mycenaean culture	Formatively- quizzes, questioning and modelling	Formatively- quizzes, questioning and modelling  <b>KEY ASSESSMENT PERIOD</b> FULL MOCK: SECTION A: Mycenaean culture  FULL MOCK- MYTH AND RELIGION
<b>VOCAB</b>	M&R: Anthropomorphic, Demi-God, Heracles, Metopes Homeric Hymn Homeric World:	M&R: Temples, naos, opisthodomos, Hercules, Cacus, Achelous, Nessus Homeric World:	M&R: Pediments, metopes, frieze, Parthenon, Pantheon, Portunus, Zeus Homeric World:	M&R: Theseus, labours, Medea, Augeas, Plutarch, Livy, Troezen  Homeric World:	M&R: Panathenaea, City Dionysia, Lupercalia, Saturnalia  Homeric World:	M&R: Prothesis, Ekphora, Burial, Stele, Genesia, Lemuria  Homeric World:

### READING SKILLS

Skim and scan, Reading for meaning,  
Inferencing, Decoding exam questions

### CAREERS LINKS

You will have a careers lesson in year 10 which links to differing career options that will support Classics from journalism to Law to Sport. The skills you acquire link to virtually any career option you choose to pursue.

### SUPPORTING STUDENTS AT HOME

Department revision packs that can guide them when revising for assessments.

<https://classivgcse.buzzsprout.com/> - this is a website of podcasts on everything connected to the GCSE course.

# CLASSICS YEAR 11

### CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of classical civilisations and develop students into classicists.

In year 11, all students should be able to consolidate and refine their knowledge and skills relating to both myth and religion and the Homeric world from year 10. They should be able to apply both classical and modern contexts and understanding to the ancient past showing they can make substantiated judgements using evidence and prescribed sources that they have been studying over the last two years. They should be able to build their knowledge from year 10 and now apply that knowledge more effectively to examination questions demonstrating they can work independently to consolidate learning.

This will ultimately prepare them for A level or other level 3 courses they wish to pursue in the future. All students should now begin to see the benefits of this subject at GCSE, even if they do not wish to take their study further.

They should recognise it has equipped them with vital skills, such as the ability to compare and contrast, analyse events in the past and evaluate. Furthermore, they should recognise that the past does not mean that culture is forgotten but that it still shapes who we are as people in our modern world today. This subject started as a journey of discovery that we led you through, now it is time for you to take all the knowledge and skill you have developed and continue that journey. Remember, learning never stops, even after an exam is over...

	<b>PRIOR LEARNING</b>	They will have a good foundation of knowledge that this year will be built on via accessing ancient texts such as the Odyssey and prescribed sections from the Aeneid, Metamorphoses and Homeric Hymns.
	<b>PERSONAL DEVELOPMENT &amp; CURRICULUM LINKS</b>	PRE explores the concepts of religious rituals and at KS3 they explore some of the myths and legends associated with this unit. Resilience, organization and ownership of learning and develop a key qualities developed this year
	<b>EXTRA-CURRICULAR &amp; CULTURAL CAPITAL</b>	Podcasts to develop skills further and videos on different topic areas by experts and links to UoB

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER
<b>TOPIC/KNOWLEDGE</b>	<p><b>Half term 1: Myth and Religion</b> <b>Half term 2: The Homeric World</b></p> <p><b>All students will know:</b> <b>Myth and Religion</b> Greek and Roman Gods and how to make comparisons between their roles and responsibilities.</p> <p>Homeric Hymn to Demeter and the story of Orpheus and Eurydice</p> <p>Theseus and the foundation of Athens Aeneas, Romulus and the foundation of Rome Exploration of who was more significant through Livy and Plutarch</p> <p><b>Homeric World</b> Who is Homer and why did he create the Odyssey? An overview of the plot and key characters and their motivations. Links to Mycenaean history and the attitudes and beliefs of the Ancient Greeks Books 9-10 The adventure books and Homers use of flashback</p>	<p><b>Half term 2: Myth and Religion</b> <b>Half term 2: The Homeric World</b></p> <p><b>All students will know:</b> <b>Myth and Religion</b> Heracles and Theseus- who was a greater hero Exploration of 12 labours of Heracles Metopes Roman interpretations of Hercules- Cacus, Acheous and Nessus- Virgil's Aeneid and Ovid's Metamorphoses discussed in depth this year to make judgements.</p> <p><b>Homeric World</b> The role of the suitors in the text. Odyssey as a political commentary</p> <p>Reading and annotation of books 19, 21 and 22.</p> <p>Understanding Odysseus' character arc. Odysseus as hero, beggar and leader.</p>	<p><b>Half term 1: Myth and Religion</b> <b>Half term 1: The Homeric World</b></p> <p><b>All students will know:</b> <b>Myth and Religion</b> Greek and Roman's and how they honoured the Gods: similarities and differences Temples- ToZ, Parthenon, Portunus, Pantheon Festivals- City Dionysia, Panathenaia, Lupercalia and the Saturnalia Priests and Priestesses</p> <p><b>Homeric World</b> Themes and concepts in the text. Exploring the roles of: Men and women Slavery Major and minor characters Nostos and kleos</p> <p>Understanding Homer's literacy choices including Characterisation Structure Language devices</p>	<p><b>Half term 2: Myth and Religion</b> <b>Half term 2: The Homeric World</b></p> <p><b>All students will know:</b> <b>Myth and Religion</b> Symbols of power- Greek- Centauroomachy, Amazonomachy: Roman- Ara Pacis and the Prima Porta Death and Burial</p> <p><b>Homeric World</b> Homer as a social reformer. Explore the presentation of religion and beliefs in the text</p> <p>Linking actions, events and character in the text the ancient Greek context</p> <p>Revision of Mycenaean (Section A)</p>	<p><b>All students will know:</b> All the topics and skills necessary for success and this will be responsive to student needs at this stage of the course.</p>
<b>SKILLS</b>	Focusing on all types of skills-but specifically application of knowledge from sources -A01 and structure of 8 and 15 markers	Focusing on all types of skills-but specifically application of knowledge from sources -A01 and structure of 8 and 15 markers	Focusing on all types of skills-but specifically application of knowledge from sources -A01 and structure of 8 and 15 markers	Focusing on all types of skills-but specifically application of knowledge from sources -A01 and structure of 8 and 15 markers	Focusing on all types of skills-but specifically application of knowledge from sources -A01 and structure of 8 and 15 markers
<b>ASSESSMENT</b>	Formatively- quizzes, questioning and modelling	Formatively- quizzes, questioning and modelling  <b>KEY ASSESSMENT PERIOD:</b> 15 marker question for both units	Formatively- quizzes, questioning and modelling  <b>KEY ASSESSMENT PERIOD</b> Mock exams for both units	Formatively - quizzes, questioning and modelling.  <b>INTERNAL ASSESSMENT</b> 15 marker for both units	GCSE papers.  <b>INTERNAL ASSESSMENT:</b> Mycenean section A mini mock  MYTH AND RELIGION: 20 <sup>TH</sup> May, 2025  HOMERIC WORLD: 2 <sup>ND</sup> June, 2025
<b>VOCAB</b>	M&R: Anthropomorphic, Theseus, labours, Plutarch, Livy, Romulus, Remus Homeric World:	M&R: Cacus, Achelous, Nessus, Aeneid, Metamorphoses Homeric World:	M&R: Parthenon, Pantheon, Portunus, Zeus, Lupercalia, Saturnalia, City Dionysia, Panathenaia, vestal virgin Homeric World:	M&R: Centauroomachy, Amazonomachy, Ara Pacis, Prima Porta, prosthesis, ekphora, stele, Lemuria, Genesis Homeric World:	All vocab utilised thus far for myth and religion and Homeric world topics.

## READING SKILLS

- Skim and scan.
- » Reading for meaning.
- » Inferencing.
- » Decoding exam questions.

## CAREERS LINKS

This year it will become more apparent how Classics prepares you for all types of employment by generating key skills such as, organisation, processing information, making judgements, working as a team, leadership and more...

## SUPPORTING STUDENTS AT HOME

Department revision packs that can guide them when revising for assessments.

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