

YEAR 12 | A LEVEL CLASSICS

'Becoming a Classics Practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Classics and develop students into Classics Practitioners:

Students will develop an increasingly sophisticated level of knowledge and understanding of Greek religion, the Odyssey and Greek Comedy. They will look specifically at prescribed sources and develop analytical skills as-well as evaluating the impact of different religious festivals that united the Greek populous together and the differing thematic and literary techniques used by Homer. Later in the year students will develop an understanding of Greek Theatre and start to recognise the impact it had on Greek culture and its resonance today in modern society. They will develop skills that will support them to debate and discuss as-well as make refined judgements.

HALF TERM 1 GREEK RELIGION AND THE ODYSSEY BY HOMER

All students will know:

Greek Religion

- » The nature of Olympian Gods.
- » The personal experience of the divine.
- » Prescribed sources - Panathenaic amphora, the Ninnion tablet and the Anatomical votive.

The Odyssey by Homer

Literary techniques and composition.

- » structure and plot of the epic.
- » language of the epic including narrative and descriptive techniques and their effects; such as speeches, formulae, flashback, and simile.
- » literary context in which the Odyssey was created and handed down including:
 - oral tradition and context
 - transmission of the text
 - whether it was the work of one /more poets

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions (10 and 20 mark questions) to assess AO1 and AO2.
- » One formal assessment - 2 pieces of assessed work

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Anthropomorphism, Homer and Hesiod, Epithets Panhellenic, Homeric question, Dactylic hexameter, proem, rhapsode, topoi, dramatic irony, pathos.

HALF TERM 2 GREEK RELIGION AND THE ODYSSEY BY HOMER

All students will know:

Greek Religion

- » Religion and society to include, levels of religious participation and the links between politics and religion.
- » The different places of worship to include the Athenian Acropolis and its importance.
- » Prescribed sources - The Athenian Acropolis.

The Odyssey by Homer

The heroic world: characterisation and themes.

- » concept, values and behaviour of a hero, including the ideas of time (honour) and kleos (reputation).
- » how the different societies depicted in the Odyssey are characterised and portrayed.
- » characterisation of major and minor characters.

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions (10 and 20 mark questions) to assess AO1 and AO2.
- » One formal assessment -2 pieces of assessed work.

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Acropolis, Parthenon, Erechtheion, Time, kleos, polymetic, patronymic, Homeric hero.

Opportunities to watch the play, 'Frogs' on DVD - VRR to purchase - it shows the stage version from 1976.

HALF TERM 3 GREEK RELIGION AND THE ODYSSEY BY HOMER

All students will know:

Greek Religion

- » Delphi and the private oracle.
- » Olympia and the Olympic games and its significance.
- » Priests and rituals to include ideas about why rituals were performed exploring the role Priests and Priestesses, sacrifice, votive offerings and public and private contests.
- » Prescribed sources- The Temple of Apollo, the site of Olympia, Attic red figure stamnos depicting a sacrifice.

The Odyssey by Homer

- » nostos (homecoming).
- » disguise.
- » recognition.
- » fantasy and the supernatural.

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions (10, 20 and 30 mark questions).
- » 1 formal assessment- 2 pieces of assessed work.

Reading skills needed for this unit:

- » Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Sacrifice, votive offering, Nostos, reverse simile, Schein, Peter Jones.

HALF TERM 4 GREEK RELIGION AND THE ODYSSEY BY HOMER

All students will know:

Greek Religion

- » The rise of philosophical thinking and how this was viewed in Greek society to include-the critique of Homer as put forward by Xenophanes.
- » Socrates and accusations of impiety and the extent to which his ideas were radical or controversial.

The Odyssey by Homer

- » power of fate.
- » role of the immortals.
- » relationship between immortals and mortals.
- » justice and revenge.
- » hospitality/guest friendship (xenia).

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions.
- » One formal assessment - 2 pieces of assessed work.

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Socratic method, Daimonion, Xenophanes, presocratic, Nemesis, Xenia, Patronymic, Proci.

HALF TERM 5 GREEK THEATRE AND TRAGEDY AND THE ODYSSEY BY HOMER

All students will know:

Greek Theatre: Comedy and Frogs

- Drama and theatre in Ancient Greece to include prescribed sources of the Theatre at Thorikos and the Lycurgan theatre. Structure of the theatre space and the city Dionysia.
- The origins of tragedy and how it developed during the 5th century BC, including its relationship to satyr-plays
- The contributions of Aeschylus, Sophocles and Euripides
- Use of actors and the Chorus
- use of masks, costumes and props
- common themes of tragedy
- the relationship between the cultural context and subject matter of the plays
- Aristotle's theories about tragedy, including peripeteia (reversal of fortune), hamartia (tragic mistake), catharsis (purging of emotions).
- Read Oedipus and start analysis

The Odyssey by Homer

- » family.
- » relationships between men and women, parents and children.
- » part played by women in the epic and their position in society.
- » role of slaves.

All students will be assessed:

Students will be assessed by a range of low stakes quizzes and examination questions (10 and 20 mark questions) to assess AO1 and AO2.

Reading skills needed for this unit:

- » Reading for meaning.

Key vocabulary:

Dionysia, Dithyramb, Pompe, Theatron, Skene, Orchestra.

Opportunities to watch the play, 'Frogs' on DVD - VRR to purchase - it shows the stage version from 1976.

HALF TERM 6 GREEK THEATRE AND TRAGEDY AND THE ODYSSEY BY HOMER

All students will know:

Greek Theatre: Tragedy and Oedipus

- Exploration of plot structure
- plot devices, including messenger speeches, agon, parabasis
- use and choice of language, literary devices and descriptive techniques, including imagery and dramatic irony
- characterisation, including the role of the chorus
- styles and techniques of the different playwrights
- Key themes explored, eg, role of the Gods and fate and free will

The Odyssey by Homer

- » composition of the epic.
- » structure and plot of the epic.
- » language of the epic including speeches, themes, flashback, similes; narrative/ descriptive techniques and their effects
homeric influence.

All students will be assessed:

Mock exam: Greek Religion and WOTH paper

There will be revision lessons within this half term to support with that.

Reading skills needed for this unit:

Students will be reading Frogs by Aristophanes.

Key vocabulary:

Agon, Parabasis, Prose, in medias res, Georgics, Eclogues, Gaius Maecenas, Augustus.

HOW STUDENTS CAN BE SUPPORTED AT HOME

All students are provided with a copy of Frogs and the Odyssey to enable at home study, as well as links to websites already shared. They also have knowledge/revision guides to support their revision at home. Podcasts and reading lists are also available for all units.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Literary techniques are explored in English literature at post 16 and concepts connected to Socrates are explored at post 16 in Philosophy and Ethics so there is an overlap between those two subjects.

YEAR 13 | A LEVEL CLASSICS

'Becoming a Classics Practitioner'

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Classics and develop students into Classics Practitioners:

Learners will develop an increasingly sophisticated level of knowledge and understanding of the World of the Hero, Greek Religion and Greek Theatre. This will prepare them for university study as the skills required will enable them to access higher education effectively. They should become experts in the field of Classics being able to analyse prescribed sources and literature effectively as well as understanding the wider culture and influences on the lives of the Ancient Greeks.

HALF TERM 1 GREEK TRAGEDY, GREEK RELIGION AND THE AENEID

All students will know:

Nature of tragedy

- Exploration of tragic prescribed sources
- Revisit of Oedipus
- Reading and analysis of the tragic play, the Bacchae
- Exploration of key themes

Greek Religion

- Revision on anthropomorphism, heroes and personal aspects of religion, to include, Eleusinian mysteries, Dodona and Asclepius.

The Aeneid

- » concepts, values and behaviour of a Greek and Roman hero.
- » characterisation of major and minor characters.
- » role of Aeneas in Rome's Imperial destiny.
- » portrayal of war.
- » the portrayal of different nations; Trojans, Greeks, Carthaginians, Italians.

Students at home should also be consolidating aspects of Greek Religion in preparation for the mock exams next half term.

All students will be assessed:

- » Assessed via 1 assessed piece, quizzes and homework questions.
- » One formal assessment - 2 assessed pieces.

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Tragic hero, peripeteia, key vocab connected to the theatre eg parados and proskene, Euripides, Sophocles, tragic irony, Post Homeric hero, self-effacing, pietas, Phillip Hardy, Penates.

ENRICHMENT OPPORTUNITIES

Potential for Birmingham university lecturer to discuss Classics at a university level/or a former student to discuss Classics at university.

HALF TERM 2 GREEK COMEDY, GREEK RELIGION AND THE AENEID

All students will know:

Greek Comedy

- The origins of comedy and how it developed during the 5th century BC, including the contribution of Aristophanes
- Use of actors and the Chorus
- Use of masks, costumes and props
- Types of humour, comic techniques and effects
- The common themes of comedy
- The relationship between the cultural context and subject matter of the plays
- Reading the Bacchae and exploration of key themes, such as tyranny.

Greek Religion

- The Panathenaia, Acropolis and Delphi

The Aeneid

- » moral values of the epic including pietas and its contrast with furor.
- » importance of fate and destiny.
- » role of the immortals and the relationship between mortals and immortals.

Independent revision and some in class support for Greek religion - with a focus on exam questions and skills.

All students will be assessed:

Mock examination.

Reading skills needed for this unit:

to extrapolate and infer from the sources as-well as read for meaning.

Key vocabulary:

Anthropomorphism, Homer and Hesiod, Epithets, Panhellenic,

Oracular consultation, Pietas, Furor, Ekphrasis.

HALF TERM 3 GREEK RELIGION, GREEK THEATRE AND THE AENEID

All students will know:

Greek Tragedy

- **Bacchae and Oedipus, exam questions and links to themes**

Greek Religion

- **Olympia**
- **Priests and Priestesses**
- **Politics and religion**

The Aeneid

- » family and friendship.
- » relationships between men and women, parents and children.
- » part played by women in the epic and their position in society.

All students will be assessed:

- » assessed questions, homeworks and quizzes.
- » One formal assessment - 2 assessed pieces.

Reading skills needed for this unit:

Students will have to extrapolate and infer from the sources as well as read for meaning.

Key vocabulary:

Socratic paradox, Libations, Pater familias, Roman matrona, Mos maiorum.

HALF TERM 4 REVISION: GREEK THEATRE, GREEK RELIGION AND THE AENEID

All students will know:

Comedy and Tragedy: The structures and themes in Greek comedy and tragedy.

Exam questions related to Greek Theatre.

- » Focus one on comedy and Frogs.
- » Focus two on Tragedy and the Bacchae/Oedipus.

Greek religion complete exploring Philosophy then revised independently at home with examination questions for support - there will be some lessons discussing exam technique to support revision.

The Aeneid

Augustan context in which the Aeneid was produced including:

- » The political and historical background of the civil war.
- » Augustus' rise to power and consolidation of his rule.
- » Virgil's relationship to Augustus and his regime and the extent to which they are promoted within the epic.
- » promotion of the Roman Empire.

Students will be assessed with a range of AO1 and AO2 questions.

All students will be assessed:

- » Students will be assessed by a range of low stakes quizzes and examination questions (10, 20 and 30 mark questions) to assess AO1 and AO2.
- » Mock examination.

Reading skills needed for this unit:

Comprehension of key texts and examination questions.

Key vocabulary:

Ara Pacis, Augustus of Prima Porta, Battle of Actium, Second Triumvirate Caesar, Lepidus, Mark Antony, Cleopatra.

ENRICHMENT OPPORTUNITIES

Potential for Birmingham university lecturer to discuss Classics at a university level/or a former student to discuss Classics at university.

HALF TERM 5 REVISION

All students will know:

The world of the Hero: Odyssey and Aeneid

- » writers shape meanings in classical texts.
- » classical texts might be interpreted by different readers or audiences.
- » classical texts relate to their historical, social, political, religious and cultural contexts.
- » classical texts relate to literary traditions and genres of the classical world.

Greek Theatre and Religion

- » How to apply knowledge across both topics to examination questions.
- » Teacher facilitating and students working more independently to prepare for examinations.

All students will be assessed:

Completing A- Level examinations.

Reading skills needed for this unit:

Unpicking examination questions and comprehension.

Key vocabulary:

Ara Pacis, Augustus of Prima Porta, Battle of Actium, Second Triumvirate, Caesar, Lepidus, Mark Antony, Cleopatra.

HOW STUDENTS CAN BE SUPPORTED AT HOME

All students are provided with a copy of the texts to enable at home study, as well as links to websites - Virgil, 'The Aeneid', translated by A.S. Kline, an www.poetryintranslation.com as well as copies of the Bacchae and Oedipus.

We also provide a range of suggested secondary sources, scholars and academic works to assist them as they are required to make use of relevant secondary scholars and academics to support their analysis and argument.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

Connections to A Level literature with the discussion of tragedy and the use of linguistic techniques and connections to Philosophy and Ethics with regards to Socrates and impiety. There are further links to Sociology and the use of religion as a measure of control through the exploration of Karl Marx.