



love the journey

## Curriculum Implementation 2024-25

### Secondary

<b>LCA Strand</b>	<b>Languages</b>
<b>Subject</b>	<b>Classics</b>
<b>Key Stage</b>	<b>Key Stage 4 (Chapters 10-11)</b>

<p>What are the key concepts taught?</p>	<p>The aim of Classics is to allow students to develop their interest in and passion for the ancient world. Building on their KS3 learning, pupils will be able to engage with the values and priorities of Roman and Greek society by studying their literature and material culture.</p> <p>They will learn to analyse ancient literature in translation and develop an appreciation and understanding of both content and style.</p> <p>They will learn about the processes involved in producing ancient material culture and be able to criticise both the artistic achievement and the usefulness of the different examples as sources to aid understanding.</p> <ul style="list-style-type: none"> <li>• develop literary awareness and appreciation</li> <li>• analyse sources and be able to explain why they are impressive and how they are useful</li> </ul>
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<p>What is the sequencing of units?</p>	<p>We cover the OCR Classical Civilisation GCSE specification. The modules are sequenced as below.</p> <p><b>Component 1: Homeric World</b></p> <p><b>Homer's Odyssey (Books 9, 10, 19, 21 and 22)</b></p> <p>Pupils learn how to:</p> <ul style="list-style-type: none"> <li>• read and understand Homer's poetry</li> <li>• appreciate the epic style in which it was composed</li> <li>• recognise and understand how the characters are portrayed</li> <li>• appreciate the differences between modern and ancient value systems</li> <li>• consider how heroes, women, gods and monsters are represented in the text</li> <li>• consider how different societies are represented as civilised or not</li> </ul>
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## **Mycenaean Civilisation**

Pupils learn how to:

- understand the topography of ancient sites
- appreciate the skill with which Mycenaeans created desirable objects
- understand the value system of an ancient civilisation
- analyse different sources to determine what they can tell us about the civilisation which created them
- understand the chronology of the ancient world
- make reasonable suppositions based on the surviving evidence

## **Component 2: Women in the Ancient World**

Pupils study a range of texts and sources relating to the lives of fictional and non-fictional women from Ancient Greece, Egypt and Rome

The topic areas are:

- Women of legend (Pandora, Helen, the Sabine Women, Tarpeia and Lucretia)
- Young women (birth, education and marriage)
- Women in the home (notions of virtue and expected behaviour, management of household)
- “Improper” women (attitudes to prostitution in the ancient world, the stories of Neaira, Aspasia, Clodia and Cytheris)
- Women and religion (A study of the Pythia of Delphi, the involvement of women as priestesses, at festivals and with the mourning process)
- Women in power (the exclusion of women from city government and the stories of women who brought about change despite this situation)
- Warrior women (Penthesileia and Camilla)
- Women to be feared (Medea and Cleopatra)

These topics are studied by looking at a selection of prescribed ancient source materials (e.g. dramatic texts, legal speeches, inscriptions, paintings, mosaics, sculptures, buildings and graffiti).

Pupils learn how to:

- demonstrate knowledge of the prescribed source material
- appreciate the differences between the values of two different ancient societies
- show awareness of the cultural and social context of the prescribed material.
- select and evaluate evidence from throughout the topics to respond to an extended evaluative question.

How do we encourage pupils to see the links between different units and concepts?

Every lesson objective relates to key concepts or over-arching aims of the unit and includes pertinent retrieval practice to enable students to see the link between topics/concepts.

	<p>Pupils understanding and appreciation emerges naturally over prolonged reading of and listening to Homer’s work. Odysseus’ character is viewed as we read through the different books he passes through a number of challenges on his journey home. Over the course of the reading we are continually looking back as the story develops. Recurrent themes such as xenia, heroism and civilisation are noted each time they arise and comparisons are necessary in written work.</p> <p>Regular retrieval practice ensures that we are noting how our understanding of Mycenaean civilisation is developing. We focus on the archaeology of the sites of Mycenae and Tiryns before moving to the more personal artefacts found in graves.</p> <p>The topics of the Women in the Ancient World module are all interrelated and regular written work encourages comparison and developed thought.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>Through adaptive teaching pupils are challenged at an appropriate level and their needs met e.g. giving additional tasks or re-visiting previous skills.</p> <p>We follow the Quality First school policy.</p> <p>We use writing frames and adaptive activities e.g.- gap-fill activities and support vocabulary so that every pupil can access classroom and homework tasks. Key terms are repeated and revisited.</p> <p>We stretch the most able by allowing them to complete ‘Challenge tasks’</p> <p>We regularly offer support and intervention at break.</p> <p>We follow strategies implemented by SEND. We ensure we know the students and their needs though regular dialogue with SEND and the individual student’s profile.</p> <p>Dual coding is used in every lesson to enable pupils to access the information visually as well as via the written word.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>‘Do now’ activities at the start of each lesson provide opportunity for pupils to retrieve knowledge previously taught.</p> <p>Metacognitive strategies are used when interpreting sources. A structure is suggested which can then be followed for each source.</p> <p>Regular low stakes testing of the key information.</p> <p>Refinement and reflection throughout various assessment strategies across the unit. Students write their own www/ebi statements after each assessment to move their learning forward. Students and teachers monitor their progress on an assessment tracker.</p>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Teachers and students continually review and reflect through assessments, following on from each unit / progress point, pupils set a target for development during the next progress period, based on the topics and grammar studied. Pupils are encouraged to set a specific target to address and improve upon during the following unit.</p> <p>Teachers review and analyse data using tools such as SISRA and marksheets. Student voice and surveys are also used to inform planning.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Keywords are used consistently throughout each unit.</p> <p>Reading for gist and reading comprehension tasks are part of our scheme of work.</p> <p>Reading aloud of Homer practises the sound-spelling relationship.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> The pupils develop their ability to express themselves with regular written work which is varied in purpose and length. Pupils are taught to understand the language used by examiners in order to help them to understand how to respond to questions.</p> <p><b>Numeracy:</b> Chronology and timelines help to develop numeracy and consolidate understanding. Pupils use line numbers to refer to texts. Pupils are encouraged to use Roman numerals, and to perform calculations with their assessment marks. Pupils use numeracy to help understand the passage of time, particularly the difference in years between the two ancient societies.</p> <p><b>Oracy:</b> Pupils are encouraged to discuss texts and sources in class, using a greater amount of complex language and structures as they pass through KS4.</p> <p><b>SMSC:</b> The comparison of two ancient cultures with each other and our own enables the pupils to form an understanding of how societies and value systems develop and then influence behaviour. This appreciation of two pre-modern societies will help the pupils to better understand and criticise the world around them. The subject deals with a variety of interesting, important and sometimes sensitive topics which are integral to developing confidence in young people.</p>
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