



love the journey

## Curriculum Implementation 2025-26

### Secondary

<b>LCA Strand</b>	<b>Languages</b>
<b>Subject</b>	<b>Classical Civilisation</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 equip students with knowledge of the ancient world, focussing on ancient Greek and Roman history, literature and culture. Students will be able to analyse and evaluate primary source material, using this to form their own opinions on key Classical topics featured in the OCR Classical Civilisation specification.</p> <ul style="list-style-type: none"> <li>• introduce the myths, beliefs and history of the ancient Greeks and Romans</li> <li>• synthesise information from a variety of sources to strengthen understanding of Classical topics</li> <li>• develop core skills in literacy, research, evaluation and discussion to enable students to present informed responses about Classical topics</li> </ul>
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<p>What is the sequencing of units?</p>	<p><b>Chapter 10</b>  <u>Module 1a: The Homeric World: Culture</u>            1. <i>Key sites</i></p> <ul style="list-style-type: none"> <li>• The dating of the Mycenaean age</li> <li>• The location, and importance of key sites, including Mycenae, Tiryns, and Troy</li> <li>• The layout and structures of the site of Mycenae and Tiryns</li> <li>• The evidence for and against Troy VI and Troy VIIa being the site of Homer's Troy</li> </ul> <p>2. <i>Life in the Mycenaean Age</i></p> <ul style="list-style-type: none"> <li>• Palaces: the typical palace complex and megaron (central hall), their functions and use</li> <li>• Everyday life: evidence for, and nature of hunting, armour and weapons, chariots, clothing, trade</li> <li>• Linear B tablets: how the tablets were preserved and what they record, the significance of the tablets</li> </ul>
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### 3. *Tombs, graves and burial*

- Burial customs; structure and use of shaft graves; structure and use of cist graves; structure and use of tholos and chamber tombs; the use of funerary objects; the contents of Grave Circle A and Grave Circle B at Mycenae

### 4. *Decorative Arts*

- Frescoes; including techniques, colours and typical designs
- Jewellery; techniques and use of materials including metalwork, amber and glass
- Decorative objects and their creation; types of storage vessels, drinking vessels, animal figures, human figures, (including phi, psi and tau figurines), votive offerings, ivory carving

## Module 1b: The Homeric World: Literature

### Homer's Odyssey

#### 1. *Literary Techniques and Composition*

- Homer as a story-teller and the idea of epic, including: how the Odyssey might have been composed and performed, what makes the Odyssey an epic poem;
- Narrative and descriptive techniques including the use and importance of similes, epithets, formulae

#### 2. *Themes*

- The concept and importance of xenia (guest-friendship)
- Deceit and trickery
- The civilisation and barbarism of places and characters
- The role of revenge and justice
- The concept and importance of nostos (the desire to return home)
- The role of fate

#### 3. *The character of Odysseus*

- The qualities of Odysseus as a leader, husband and father
- The presentation of him as a warrior and hero
- His intelligence and oratorical skills
- His relationship with his protector goddess Athena

#### 4. *The portrayal of key characters*

- The role of the gods
- The portrayal of the suitors
- The portrayal of the crew of Odysseus
- The portrayal of Polyphemus as a monster and keeper of livestock
- The portrayal of Circe as a witch and host
- The portrayal of Penelope as a host, wife and queen
- The portrayal of Telemachus as a son and hero
- The loyalty or disloyalty of Odysseus' slaves.

## **Chapter 11**

### Module 2: Thematic Study Women in the Ancient World

#### 1. *Women of Legend*

Depiction of women in myths and legends of Greece and Rome, including the presentation of these women, and what this says

	<p>about each culture's views on the nature of women and female virtue.</p> <p>2. <i>Young women</i> Typical experiences of young women in Greece and Rome, and what these imply about the status of women in each society.</p> <p>3. <i>Women in the home</i> The roles and responsibilities of female members of the household, including domestic duties; childbirth; legal rights and property ownership; divorce and adultery; typical duties of female slaves.</p> <p>4. <i>'Improper' women</i> The legal and social position of women who were unmarried, but had relationships with men, including attitudes towards such women, and ideas about 'proper' female behaviour.</p> <p>5. <i>Women and religion</i> Roles of women in religious rites and what these reveal about the nature and roles of women in their respective societies.</p> <p>6. <i>Women and power</i> The political institutions of both cultures, and the extent to which women were able to be involved in the political process or effect political change.</p> <p>7. <i>Warrior women</i> The presentation of maiden warriors in art and literature, and what this presentation can tell us about the position of real women in these cultures.</p> <p>8. <i>Women to be feared</i> The presentation of foreign, powerful women in art and literature, including how they compare to 'respectable' women from each culture, and what makes them so dangerous and threatening to the ancient audience.</p>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>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> <p>Sources are introduced and then revisited within different modules so that pupils can build a holistic understanding of broader concepts.</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 share our overviews and good practice with teaching assistants.</p> <p>We follow the Quality First school policy.</p> <p>We use writing frames, sentence starters and adaptive activities e.g.- gap-fill activities and support vocabulary so that every pupil can access classroom and homework tasks.</p>
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	<p>We stretch the most able by allowing them to complete ‘Challenge tasks’</p> <p>We follow strategies implemented by SEND. We ensure we know the students and their needs through regular dialogue with SEND and the individual student’s profile. We liaise with teaching assistants to maximise every SEND pupil’s potential.</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 used in mind-mapping Classical Civilisation topics and in introducing sources.</p> <p>Refinement and reflection throughout various assessment strategies across the unit. Students write their own <i>www/ebi</i> statements after each Progress Point assessment to move their learning forward.</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>Reading is central to our subject and prescribed material. GCSE study of Classical Civilisation includes a wide range of texts; epic poetry, historiography, love poetry, biography and didactic poetry.</p> <p>Pupils read aloud where possible.</p> <p>Teachers model active reading and how to make useful notes on texts.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> Correct spelling of topic specific vocabulary is taught throughout KS4 and regular keyword checks are featured in our booklets.</p> <p><b>Numeracy:</b> Charts and diagrams, statistics, dates develop numeracy. Mathematical tools such as Venn diagrams are frequently used to synthesise information.</p> <p><b>Oracy:</b> Questioning and discussion is used as the basis of much of the learning in our units. Pupils also discuss their own work and peer assess to review oral competency at the end of each topic</p>
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	<p><b>SMSC:</b> Knowledge of a wide range of Greco-Roman culture. Explicit study of gender roles and reasons for discrimination in the ancient world. Understanding of the origins of justice, democracy, the theatre, religious practices and ritual.</p>
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