



Year 12 Curriculum Overview: Classical Civilisations

Component 1: The World of the Hero- Homer's Odyssey

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Context and Concepts: Homer's Epic 1. Epic composition 2. Literary techniques 3. Literary contest 4. Transmission and poetic form 5. Themes and Concepts 6. Heroic Ideals and the Heroic World 7. Gods and Mortals 8. Historical, Cultural, Social, Religious Context to the Iliad 9. Introduction to the Text	<u>Key Concepts</u> The Bard Invocation of the Muse Homeric Hero Homeric Ideals Homeric Question Nostos (journey home) Timé (public praise/ honour) Kleos (fame) Xenia (guest friendship) Epithets Formulae Rhapsode Homeric Simile Bronze Age (c. 3000BC)- Mycenaean Period (1600-1100BC)	<ul style="list-style-type: none">Note-taking checks, file checks and annotations checks (Text Booklets)Knowledge Quizzes- your first quiz will be on the key concepts, covering all Concept Categories:<ol style="list-style-type: none">Epic CompositionLiterary ContextHeroic WorldSocial, Cultural, Historical ContextCommon practice episodes: every 2 weeks on 10, 20 and 30 mark essay exam questionsYour first formal common practice episode will be on Book 1 of The Odyssey, followed by a 20 mark exam question on Nostos, 30 mark assessment on Book 6 which will feed the first tracking window	Encouraging reading. There are several excellent summary books that provide a narrative overview of the Odyssey, its main themes and big ideas, as well as scholarly research. The best to encourage students to read are: <ul style="list-style-type: none">Odyssey thematic and plot overview for students by Greek Myth Comix Guides (although aimed at GCSE students, it is a fast read and a useful overview starting point)Omnibus Magazine is a great source for articles and scholarly write-upsSpark notes: The Odyssey The set texts are also important and students have booklets to annotate as they go: Homer's Odyssey (Penguin Classic)
Spring Term	10. Plot Overview, Key Characters, Key Extracts from The Odyssey 11. Literary Techniques and Composition in the Odyssey 12. Heroic World: Characters and Themes in the Odyssey	<u>Key Themes:</u> Disguise and Recognition Fantasy & Supernatural Hospitality & Friendship Family, Parents, Children Relationships between Men & Women Justice Revenge Slaves Relationships between mortals and Man <u>Main Concepts:</u> Heroic Ideals, Kleos, Nostos, Menis (rage), Xenia & Timé	Half term 2 will include: <ul style="list-style-type: none">'Odyssey Never Welcome' 20 mark common practiceBook 12 Odyssey, 10 mark common practice Half term 3 will include: <ul style="list-style-type: none">Knowledge Quiz20 mark common practice30 mark common practice <p>Mock Examinations will cover a FULL paper for Unit 1A on the Odyssey (worth 20% of your final grade)</p>	Documentaries, podcasts and lectures are also useful to deepen understanding of the text and associative scholarly theory, some of which will also be integrated into lessons: <ul style="list-style-type: none">BBC documentary 'The Greatest Show on Earth'Homer's Odyssey TedTalk buy Jill Dashsummary video of the Odyssey by Jill DashWhy Homer Matters and Where Does Homer Come From: The Hay FestivalProfessor Chris Pelling (Oxford University)Documentary on Homer and the features of Oral Poetry

Component 2: Invention of the Barbarian: Herodotus' Histories, Euripides' Medea and Aeschylus's Persians

Summer Term	1. Herodotus as the first historian 2. Herodotus as philobarbaros 3. Herodotus' portrayal of the Persians (including Xerxes) 4. Herodotus accounts of key 'historical' moments in the Greco-Persian wars 5. Herodotus' accounts of the supernatural (e.g. oracles) 6. Herodotus's literary devices & narrative style 7. Herodotus's historical reliability and usefulness 8. Aeschylus's depiction of Xerxes	Persian Wars (499-479BC) Herodotus the man, the writer, the character, the historical 'source' Reliability vs Usefulness Spoken word/ testimony Historia Ring composition Divine intervention (deus ex machina) Halicarnassus City states (polis) & geography Ionian Revolt Battle of Marathon & Greek Victory <u>Key concepts:</u> Barbarian, philobarbaros, hubris, eros, tyranny, democracy...	<p>As with unit 1A there will be several opportunities to practice the range of source and essay-based questions. This unit will also include assessment and practice on the 'Prescribed sources', some of which are whole literary works, while others are visual sources. We will need to practice how to analyse and answer on source-based questions.</p> <p>This unit will be formally assessed in the Year 13 mocks.</p> <p>There will be knowledge tests based on students reading of the prescribed literary sources (Histories, Medea and Persians) which will be required in your own time.</p>	Encouraging reading. There are several excellent works by modern scholarly researchers and writers. The best to encourage students to read are: <ul style="list-style-type: none">Lewellyn-Jones, L. Persians: The Age of Great Kings <p>There are also ancient scholars that provide a challenged view of Herodotus' work or can be compared to Herodotus as contemporaries</p> <ul style="list-style-type: none">AeschylusAristarchus of SamothraceThucydides (rival historian)
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Component 3: Politics of the Late Republic

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	Background of the late republic <ol style="list-style-type: none">1. SPQR2. Respublica, Offices, Assemblies3. Imperium and the provinces- an imperial republic4. Political beliefs- Populares vs optimates5. Tensions between the orders Cato and the Politics of the Optimates <ol style="list-style-type: none">1. The influence of Stoicism2. The rise of Pompey3. Elite tensions- Cato, Clodius, Catiline, Cicero and Caesar	<p>This option allows student an in depth analysis of one of the most significant historical turning points- the collapse of the Roman Republic. Students will consider the following key ideas and questions:</p> <ul style="list-style-type: none">• Why did Rome become the dominant ancient state in the mediterranean?• How did the Roman state function?• How far did social change cause a political crisis?• What role do individuals play in moments of significant political crisis? With a key focus on Cato, Cicero and Caesar• How far do ideas affect political social change? A focus on the conflict between populares and optimate ideologies.	<p>There will be checks on note taking activities throughout the course as well as regular source based practice activities.</p> <p>There will be a formal practice opportunity approximately every two weeks, with a range of 10,20 and 30 mark essay questions. These will receive a mixture of feedback and redrafting approaches. This course requires students to engage with contemporary academic research, as well as primary texts and so far ranging practice will be embedded across the curriculum.</p>	<p>Encouraging reading. There are several excellent summary books that provide a narrative overview of the fall of the Roman Republic, as well as thematic research. The best to encourage students to read are:</p> <ul style="list-style-type: none">- Holland, T, <i>Rubicon</i>- a highly entertaining and accessible narrative- Scullard, HH, <i>From the Gracchi to Nero</i>- an indispensable and detailed summary of the time period- Steel, C, <i>The End of the Roman Republic</i>- a thematic approach to the social, cultural, economic and political causes of the collapse of the Roman Republic
Spring Term	Caesar as Popularis and Dictator <ol style="list-style-type: none">1. The first triumvirate2. Cicero and his correspondence3. Civil War4. Caesar as Popularis5. Caesar as dictator6. The Assassination of Caesar	<p>This term focuses solely on the politics that led to the collapse of the Roman Republic. This looks at</p> <ul style="list-style-type: none">• the rise and fall of the triumvirate of Pompey, Caesar and Crassus• The role that Cicero plays between the optimates and populares• The course and consequences of the civil war• The actions and downfall of Caesar as dictator.	<p>This term will build towards the mock assessments that occur at the end of Year 12 with a full paper 3 with the whole range of question styles.</p> <p>Alongside this there will be regular practice opportunities and knowledge and retrieval tests.</p>	<p>Beyond reading there are several audio, website and TV resources that provide colour and interest.</p> <ul style="list-style-type: none">- Massolit- this website has excellent academic lectures on detailed topics- most can be found on Youtube- Any documentary by Mary Beard- The Ancient Origins of the Roman Empire- In Our Time and Rest Is History podcasts

Component 1: The World of the Hero- Virgil's Aeneid

Summer Term	Literary techniques and composition The heroic world: characterisation and themes The social, cultural and religious context Historical and political background	<ul style="list-style-type: none">• The use of language, structure, plot and the epic tradition to create a Roman version of the Homeric epics.• The contrast between Roman and Greek concepts of the hero, how Aeneas embodies these and the themes that are prioritised such as:<ul style="list-style-type: none">• family and friendship• relationships between men and women, parents and children• part played by women in the epic and their position in society <p>Augustan context in which the Aeneid was produced- including the civil war, rise of Augustus and Virgil's role in the Augustan settlement.</p>	<p>AS with unit 3 there will be several opportunities to practice the range of source and essay based questions.</p> <p>This unit will be formally assessed in the Year 13 mocks.</p> <p>There will be knowledge tests based on students reading the Aeneid in their own time.</p>	<p>Students are encouraged the read the Aeneid more than once to fully embed the text in their memory.</p> <p>It can be useful to use audio versions of the text to allow students to encounter it in different formats.</p> <p>The prescribed books for the exam are: 1, 2, 4, 6, 7, 8, 9, 10, 11, 12</p>
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Component 2: Invention of the Barbarian: Herodotus' *Histories*, Euripides' *Medea* and Aeschylus's *Persians*

	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div> <div>6.</div> <div>7.</div> <div>8.</div> <div>9.</div> <div>10.</div>			
Spring Term	<div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div> <div>6.</div> <div>7.</div> <div>8.</div> <div>9.</div> <div>10.</div>			
Summer Term	<div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div> <div>6.</div> <div>7.</div> <div>8.</div> <div>9.</div> <div>10.</div>			



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Component 1: The World of the Hero- Virgil's Aeneid

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Autumn Term	<div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div> <div>6.</div> <div>7.</div> <div>8.</div> <div>9.</div> <div>10.</div>			
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