



Learning Aims and Curriculum Intent:

Knowledge of Classics enhances our understanding of literature, history, art, philosophy, drama, and humanity itself. We aim to enrich pupils' experiences of other subjects and develop their cultural capital.

At GCSE, pupils will study the Myth and Religion Thematic unit and will begin the War and Warfare Literature and Culture unit. They will develop their skills in analysing and interpreting sources, will develop their oral and written communication skills and will practise how to construct an effective argument. Pupils will explore how classical sources reflect issues relevant today, including ideas about faith, politics, and identity.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Myth and Religion: Gods</p> <ul style="list-style-type: none"> Gods: which deities did the Greeks and Romans worship? What were their responsibilities and symbols and how they are typically represented in ancient Greek and Roman art? Journeying to the Underworld: what do the stories the Greeks and Romans told about the Underworld tell us about their beliefs? <p>Myth and Religion: Heroes</p> <ul style="list-style-type: none"> The Universal Hero – Heracles/Hercules: how do the Greek myths associated with Heracles compare to the Roman stories? Myth and the City - Foundation Stories: what are the foundation stories associated with Athens and Rome? What did these myths mean to the cities? Myth and Symbols of Power: what links are there between myth and portrayal of power? How and why might myth be presented in art to demonstrate power? 	<p>Understanding what a source can tell us about the society in which it was produced</p> <p>Analysing and interpreting evidence from a range of primary and secondary sources</p> <p>Evaluating evidence to form a judgment and response</p> <p>Presenting this response in a clear and logical manner</p>	<p>A Common Department Assessment on Greek and Roman beliefs in the gods</p> <p>Questions on the prescribed sources: The Homeric Hymn to Demeter Ovid Metamorphoses, Orpheus and Eurydice</p> <p>A Common Department Assessment on the prescribed sources: Homeric Hymn to Heracles, Ovid Metamorphoses, Hercules The Temple of Zeus at Olympia Virgil Aeneid, Hercules and Cacus</p> <p>An essay on the significance of Greek and Roman heroes</p>
Lent	<p>Myth and Religion: People</p> <ul style="list-style-type: none"> Religion and the City – Temples: how were temples built and used by the Greeks and Romans? What does this tell us about their beliefs? Religion and the City – Festivals: how were festivals celebrated? What does this tell us about their beliefs? Death and Burial: how did the Greeks and Romans manage the transition from life to death? What does this tell us about their beliefs? 	<p>Understanding what a source can tell us about the society in which it was produced</p> <p>Analysing and interpreting evidence from a range of primary and secondary sources</p> <p>Evaluating evidence to form a judgment and response</p> <p>Presenting this response in a clear and logical manner</p>	<p>A Common Department Assessment on the prescribed sources: The Parthenon The Temple of Zeus at Olympia The Pantheon Temple of Fortuna Virilis</p> <p>An essay on the significance of Greek and Roman festivals</p> <p>A Common Department Assessment on beliefs concerning death, burial and the Underworld</p>
Trinity	<p>War and Warfare</p> <ul style="list-style-type: none"> Sparta at War in the 5th Century: how was war and warfare idealised in Spartan society? How did the structure of Spartan society reflect this? Why was the battle of Thermopylae so significant to the Spartans? Athens at War in the 5th Century: how did military affairs in Athens differ and how was this impacted by Athenian politics and democracy? Why was the battle of Salamis so significant to the Athenians? 	<p>Understanding what a source can tell us about the society in which it was produced</p> <p>Analysing and interpreting evidence from a range of primary and secondary sources</p> <p>Evaluating evidence to form a judgment and response</p> <p>Presenting this response in a clear and logical manner</p>	<p>A Common Department Assessment on a range of prescribed sources for the Myth and Religion unit</p>

What consolidation looks like in this subject	Regular review of the prescribed sources using the set questions. Re-writing answers and essays in response to feedback.	
Examples of Homework	Read / study the source and answer the questions to begin interpreting the evidence and recording your first impressions of the source. Plan your points and evidence for the essay on the significance of Greek and Roman heroes.	
Key terminology	hiera, religio, polytheism, pantheon, epithet, sanctuary, pediment, metope, frieze, cell, naos, epic poetry, hierous, hieria, mantis, augur, haruspex, pontifex, pietas	
Super-curricular enrichment and scholarly extension	Read: Natalie Haynes, <i>An Ancient Guide to Modern Life</i> Watch: Bettany Hughes, Treasures of the World - Greece Listen: The Ancients podcast Visit: The British Museum	
Useful websites	britishmuseum.org	
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