



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 A Level, pupils explore the epic poetry of Homer and Virgil, the foundational texts of Western literature. With their unique composition, and exciting tales of gods and heroes, these works of literature form an excellent grounding for exploration of the classical world. Greek Art allows pupils explore art history whilst gaining an insight into the context in which this art was created, particularly the areas of religion, society, values, and politics. In Love and Relationships, we explore some of the ideas and ideals important not only to the ancient world but also to the modern one.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>The World of the Hero</p> <ul style="list-style-type: none"> An introduction to the ancient world, and an understanding of the differing contexts within which our texts exist Pupils will become familiar with the concept of a Homeric hero Pupils will learn about the Trojan War cycle and will be introduced to the poet Homer and his world. Through reading selected passages from the Iliad pupils will become familiar with elements of his style, including extended simile, ekphrasis, use of epithet, repetition Pupils will read Book 24 of the Iliad in detail Pupils will begin to read the Odyssey, which will be our exam text <p>Greek Art</p> <ul style="list-style-type: none"> Free-standing sculpture from the Archaic and Early Classical periods of art The functions of free-standing sculpture Pupils will become familiar with the key terms: cult statue, kouros (pl. kouroi), korai (pl. korai) The techniques of both marble and bronze Stylistic features and development including: pose, archaic smile, hair, adornment, geometric anatomy and drapery Composition: geometric features, pose, portrayal of human anatomy and physical form, movement, and emotion <p>Love and Relationships</p> <ul style="list-style-type: none"> The ideal qualities and relative status of men and women in ancient Greek culture Greek lyric poetry and the role and purpose of poetry in the ancient Greek world The significance of Sappho's poetry and how we have inherited these poems Pupils will study a range of Sappho's poems and use them as a source for ancient ideas about love and relationships. 	<p>Understanding what a source can tell us about the society in which it was produced</p> <p>Analysing and interpreting literary sources</p> <p>Analysing and interpreting free-standing sculpture</p> <p>Evaluating this evidence to form a judgment and response</p> <p>Answering 10-mark stimulus questions for all three units</p>	<p>The World of the Hero How effective is this passage as an opening for the epic?</p> <p>How effectively does Homer portray the suitors as wicked in this passage? [10]</p> <p>Greek Art To what extent is the Berlin Standing Goddess aesthetically pleasing? [10]</p> <p>By comparing these two figures, which if the two do you find more aesthetically pleasing? [10]</p> <p>Love and Relationships 'In Classical Athens, gender was binary; men and women were the antithesis of one another.' To what extent do you agree?</p> <p>To what extent does Sappho present love as an affliction in Poem 1? [10]</p> <p>How successfully does Sappho convey the power of her emotions in Poem 31? [10]</p>
Lent	<p>The World of the Hero</p> <ul style="list-style-type: none"> Pupils will continue to read the Odyssey Pupils will consider Odysseus as a leader, as a husband and father, and as an unreliable narrator Pupils will become familiar with the concept of <i>xenia</i>, <i>kleos</i> and <i>timē</i>. Pupils start to read modern scholarship relating to the Odyssey <p>Greek Art</p> <ul style="list-style-type: none"> Free-standing sculpture from the High and Late Classical periods of art Pupils will become familiar with the key terms: modelling lines, motion lines, contrapposto The concept of beauty, and the relationship between the viewer and the art-object Pupils start to read modern scholarship relating to the sculptures discussed in the lessons Pupils consider the visual impact of the sculptures, taking into consideration the social, political religious and cultural context. <p>Love and Relationships</p> <ul style="list-style-type: none"> Pupils will study a range of Sappho's poems and use them as a source for ancient ideas about love and relationships. The significance of Plato's dialogues in our study of love and relationships Pupils will study Plato's <i>Symposium</i> and use it as a source for his ideas about love and relationships. 	<p>Understanding what a source can tell us about the society in which it was produced</p> <p>Analysing and interpreting literary sources</p> <p>Analysing and interpreting free-standing sculpture</p> <p>Evaluating this evidence to form a judgment and response</p> <p>Answering 10-mark stimulus questions for all three units</p> <p>Answering 20-mark essay questions for all three units</p>	<p>The World of the Hero Why do you think Homer did not use this passage as the opening of Book 1?</p> <p>How important are the events on Scherie as a bridge between the world of the gods and the world of men? [20]</p> <p>Greek Art How far do you agree that this statue is a vivid statue? [10]</p> <p>'The 4th century approach to depicting free-standing korai was the most interesting and impactful. To what extent do you agree with this statement?' [20]</p> <p>Love and Relationships 'For Sappho, love is a source of pain and distress.' How far do you agree with this statement? [20]</p> <p>Explain what Plato's dialogues suggest about the role of homoerotic relationships in Athenian society. [10]</p>

Trinity	<p>The World of the Hero</p> <ul style="list-style-type: none"> Pupils will finish the <i>Odyssey</i>; they will now be in a position to view the text as a whole and consider the major themes Pupils will compare episodes within the text, in preparation for the comparison question in Year 13 <p>Greek Art</p> <ul style="list-style-type: none"> Architectural sculpture of the Archaic period of art Pupils will become familiar with the key terms: Doric, Ionic, pediment, metope, frieze Purpose and positioning of different types of architectural sculpture Unity of theme and scale Mythological subject matter including Medusa, Centauromachy, Trojan War Pupils consider the visual impact of the sculptures, taking into consideration the social, political religious and cultural context. <p>Love and Relationships</p> <ul style="list-style-type: none"> Pupils will study extracts from Plato's <i>Phaedrus</i> and <i>Laws</i> and use them as a source for his ideas about love and relationships. Pupils will evaluate how far Plato's ideas deviate from social customs in ancient Athens. 	<p>Understanding what a source can tell us about the society in which it was produced</p> <p>Analysing and interpreting literary sources</p> <p>Analysing and interpreting architectural sculpture</p> <p>Evaluating this evidence to form a judgment and response</p> <p>Answering 10-mark stimulus questions for all three units</p> <p>Answering 20-mark essay questions for all three units</p> <p>Answering 30-mark essay questions in World of the Hero</p>	<p>The World of the Hero ‘Too human to be a hero.’ To what extent do you agree with this description of Odysseus?</p> <p>Greek Art Analyse the content and composition of [10]</p> <p>Love and Relationships To what extent were Plato's ideas about relationships influenced by his cultural context? [20]</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	Reading the set literature and answering the prompt questions Reading modern scholarship Planning or writing stimulus questions or essays	
Key terminology	<p>The World of the Hero: oral tradition, hero, epic formulae, epithet, time, kleos, nostos, fate, xenia</p> <p>Greek Art: cult statue, kouros (pl. kouroi), korh (pl. korai), contrapposto, modelling lines, motion lines, contrapposto, Doric, Ionic, pediment, metope, frieze</p> <p>Love and Relationships: lyric poetry, symposium, virtue, erastes, eromenos, pederasty</p>	
Super-curricular enrichment and scholarly extension	<p>Read: Historical fiction by Madeleine Miller, Pat Barker, Mary Renault and Tom Holland</p> <p>Watch: Various videos from Massolit and Khan Academy</p> <p>Listen: The Ancients and In Our Time podcasts</p> <p>Visit: The British Museum</p>	
Useful websites	massolit.io; khanacademy.org	
Who can I contact?	Head of Department	Rachel Jeffries rkj@forest.org.uk
	Teachers	Andrew Foinette aef@forest.org.uk , Holly Edwards hxe@forest.org.uk , Sarah Merali Smith sms@forest.org.uk