



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.

In Year 9, pupils will learn about the Roman world through the historical novel *Amarantus and his Neighbourhood*, in conjunction with primary source material. They will gain a broad understanding of what life might have been like in ancient Pompeii. 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.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Society</p> <ul style="list-style-type: none"> Living in Pompeii: who would have lived and worked in Houses 11 and 12 of Insula 9? The Roman Social System: what was the Roman class system like? Amarantus's Neighbourhood: what sort of people would have lived and worked in Insula 9? Essay on Pompeian society <p>Entertainment and Festivals</p> <ul style="list-style-type: none"> Roman Games: what sort of entertainment was on offer at the amphitheatre? What can we learn about Pompeian society from studying sources on the riot at the amphitheatre? Roman Bar Life: what sort of entertainment was on offer at local bars? Saturnalia: what was the Saturnalia festival like and why was it so popular? Essay on the Saturnalia 	<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 questions analysing the chapter <i>Bad Birthday Omens</i></p> <p>An essay on the enquiry question: 'Pompeii was a diverse city. People from different social classes mixed freely.' How far do you agree? Support your argument with evidence from the sources you have studied.</p> <p>A Common Department Assessment on the enquiry question: 'Slaves would have enjoyed the Saturnalia more than their masters.' How far do you agree? Support your argument with evidence from the sources you have studied.</p>
Lent	<p>Beliefs, Life and Death</p> <ul style="list-style-type: none"> Public and Household Religion: what sort of gods did the Romans worship at home and how? How did this compare to the public rituals? The Underworld and Mystery Cults: what did the Romans believe about the afterlife and why were Mystery Cults popular? Beliefs about death and funerals: how did the Romans memorialise their loved ones? Essay on Roman religious beliefs <p>Power and Politics</p> <ul style="list-style-type: none"> Democracy in Pompeii: how did democracy work in Pompeii? What kind of person would have been most able to influence politics in Pompeii? Elections in Pompeii: how did people campaign for election in Pompeii? Essay on Pompeian politics 	<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 questions analysing the chapter <i>Birthdays Earthquake</i></p> <p>An essay on the enquiry question: 'The Romans had a solemn fear of the gods.' How far do you agree? Support your answer with evidence from the sources you have studied.</p> <p>A Common Department Assessment on the enquiry question: 'Pompeii was part of the Roman empire, but this did not stop local politics being important in everyday life.' Where did power in Pompeii lie? Support your answer with evidence from the sources you have studied.</p>
Trinity	<p>Patronage and Trade</p> <ul style="list-style-type: none"> Patrons and Clients: how did the patronage system work? Business and Trade in Pompeii: what were the main businesses in Pompeii? Trade between Pompeii and the rest of the world: what evidence is there to suggest that there were regular trading links? Presentation on business and trade <p>Marriage and Celebration</p> <ul style="list-style-type: none"> Marriage: how were Roman marriages arranged and celebrated? 	<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 presentation based on business and trade in Pompeii</p>

Examples of Homework	Read the chapter from Amarantus and his Neighbourhood and answer the questions. Write your essay on the enquiry question on the Saturnalia. Follow the PEEL structure and use specific sources or quotes from Amarantus as your evidence.	
Key terminology	Society: insula, atrium, impluvium, forum, senator, equestrian, plebeian, freedman, slave, fresco Entertainment and Festivals: amphitheatre, Saturnalia Beliefs, Life and Death: pantheon, polytheistic, ritual, sacrifice, underworld, mystery cult Power and Politics: democracy, Assembly, aedile, duumvir, Town Council, manumission Patronage and Trade: patron, client, salutatio, guild	
Super-curricular enrichment and scholarly extension	<ul style="list-style-type: none"> • Read: Historical fiction by Mary Renault, Tom Holland or Robert Harris • Watch: Pompeii, Frozen in Time • Listen: Natalie Haynes Stands Up For the Classics • Visit: Roman London walking tour 	
Useful websites	www.cambridgeamarantus.com	
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