



Curriculum Map

Subject: Classical Civilisation

Year Group: Year 9

	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Content Descriptive/propositio nal knowledge 'knowing that'	I.I:The Gods To be able to describe: The key responsibilities of each of the Olympian Gods The symbols used to identify the Olympians, as well as Hades/Pluto Any differences between the Greek and the Roman versions of the Olympian Gods The storyline of the	I.2: Heracles/Hercules To be able to describe: - How Heracles was born - The key events of each of Heracles' twelve labours - Heracles' battle with Cacus, Achoelus and Nessus - How Hercules died	I.3:Temples To be able to describe the key features of a religious sanctuary, including: The typical layout of a Greek and Roman temples and how they compare to the Parthenon and temple of Zeus at Olympia, the Pantheon and	I.4:Foundation Myths To be able to describe: - The contest that took place between Athena and Poseidon for the naming of Athens - Each of the scenes shown on the Theseus kylix in the British	I.5: Festivals To be able to describe: - How the Great Panathenaia and City Dionysia were founded - What happened on each day of the Great Panathenaia and the City Dionysia - What happened at the Lupercalia and Saturnalia - The sacrifices that	Summer 2 Mocks and Feedback - Students complete a mock on the topics they have covered so far: - The Gods - Heracles/ Hercules - The Temples - Foundation myths - Festivals
	Homeric Hymn to Demeter		Pantheon and the temple of Portunus - What happened during a Greek	Museum - The events that led to Aeneas landing in Italy	took place at each festivals	- To understand the requirements of answering an

						and Roman	-	The events				examination
						blood sacrifice		that led to				paper
					-	The names and		Romulus				successfully
						roles of the		founding				(on 1, 2, 3, 6
						various Greek		Rome				and 8 marks
						and Roman						questions)
						religious officials						
Skills	То	be able to explain:	То	be able to	То	be able to	То	be able to	То	be able to explain:	-	To self-assess
Ability knowledge	-	The character of the	exp	olain:	ex	plain:	ex	plain:	-	Why the Great		individual
4 . , ,		Greek and Roman	-	Why Heracles'	-	The role of a	-	Why the myth		Panathenaia and the		progress
'knowing how'		religion, including		birth made him a		Greek and		of Athena and		Great Dionysia		according to
		polytheism and		demi-god		Roman priest in		Poseidon's		were important to		feedback given
In all components of		anthropomorphism	-	Why Heracles		their respective		contest was		the Athenians		by the teacher
OCR's GCSE (9–1) in				was sent on his		societies		important to	-	How Athena and		
Classical Civilisation	-	The importance of		ten labours, and	-	Why blood		the Athenians		Dionysus were	-	To reACT to
learners will be		epithets to describe		why he was		sacrifice was	-	Why Theseus		worshipped at their		feedback given
required to:		Gods		given two more		important to		was important		festivals		by the teacher
 know and 			-	Why Heracles		the Greeks and		to the	-	Why the Lupercalia		and improve
understand the	-	What the		was important		Romans		Athenians		and Saturnalia were		areas of work
surviving literary and		relationships		to the site of	-	The extend the	-	Why Livy used		important to the		
material remains of		between men and		Olympia and		Parthenon,		Aeneas and		Romans		
the classical world in		Gods was like		how the Greeks		temple of Zeus		Romulus'	-	How Lupercus and		
their social, historical				honoured him		and Pantheon		stories in his		Saturn were		
and cultural contexts •	-	The importance of	-	Why Hercules		and temple of		work		worshipped at their		
understand, interpret		the Homeric Hymn		was important		Portunus	-	Why Plutarch		festivals		
and analyse a range of		to Demeter for the		to Rome and		conformed to		considered				
evidence from classical sources • evaluate and		Greek understanding		how the Romans		the typical		Theseus and				
use this evidence to		of the cycle of the		honoured him		layout of Greek		Romulus good				
form their own		seasons				and Roman		subjects for				
Total Great Swill						temples						

judgements and		- To know how to	- The role the	comparison in		
responses, and	- To know how to	accurately	Parthenon,	his work		
present these in a	accurately answer	answer the	temple of Zeus			
clear, concise and	the different types of	different types of	and Pantheon	- To be able to		
logical manner.	examination	examination	played in the	apply specific		
	question and	question and	worship of their	detail and key		
	applying the correct	applying the	respective gods	terminology to		
	knowledge	correct		support		
		knowledge	- To be able to	student's		
	- To accurately use		apply specific	arguments.		
	key Classical	- To accurately	detail to	Ĭ		
	terminology to show	use key Classical	support	- Students will be		
	a deeper	terminology to	student's	taught how to		
	understanding of	show a deeper	arguments.	structure an		
	classical studies	understanding of		argument (for 8		
		classical studies	Students will be	and 15 mark		
	Students will be taught		taught how to	questions)		
	how to answer short	Students will be	structure an	4		
	questions (for 1, 2, 3	taught how to	argument (for 8			
	and 6 mark questions)	answer short	and 15 mark			
	, ,	questions (for 1, 2,	questions)			
		3 and 6 mark				
		questions)				
Key Questions	Overarching Enquiry:	Overarching	Overarching	Overarching	Overarching Enquiry:	- What are my
	Who are the Greek	Enquiry:Who was	Enquiry:What are	Enquiry: Can you	Can you describe the	areas of
	and Roman Gods and	Heracles/ Hercules	the key features of	describe the	Greek and Roman	strength?
	what are their	and why was he	a religious	foundation myths	festivals and argue on	
	responsibilities?	important to both	sanctuary?	of Athens and	their importance?	- Which areas
		Greeks and		Rome and explain		have I shown
		Romans?				to have gaps

- Wh	at are the names			-	What is the	the	eir importance?	-	Can you name the		in knowledge?
of th	he Greek and	-	How Hercules		typical layout of				four festivals and		
Ron	man Gods?		was born?		a Greek and	-	Can you		describe what	-	Which type of
					Roman temple?		describe the		happened on each		question did I
- Hov	w are they being	-	Which labours				four (4)		one of them?		find most
depi	icted on Greek		did he have to	-	How the		foundation				difficult?
and	Roman art?		complete and		Parthenon, the		myths of Athens	-	Who could		
			why?		temple of Zeus		and Rome?		participate on each	-	What are my
- Wh	at are their	-	Why did he have		at Olympia, the				of these festivals?		two targets to
resp	oonsibilities?		to battle against		Pantheon and	-	What is the				improve?
			Cacus, Achoelus		the temple of		importance of	-	What was the		
- Hov	w Greeks and		and Nessus?		Portunus		each of the		duration of each of		
Ron	nans used the				compare to the		foundation		these festivals?		
mytl	hs?	-	Why Heracles/		typical layout?		myths?				
			Hercules was					-	What did they		
- Wh	at is the		important to	-	What are the	-	Why Livy used		sacrifice on each of		
coni	nection between		both Greeks and		steps of a blood		Aeneas and		these festivals and		
the	Homeric Hymn		Romans?		sacrifice?		Romulus in his		why?		
to D	Demeter and the						work?				
cycle	e of seasons?			-	What are the			-	Can you identify any		
					names and roles	-	Why Plutarch		similarities and/or		
					of the Greek		considered		differences between		
					and Roman		Theseus and		the Greek and		
					religious		Romulus good		Roman festivals?		
					officers?		subjects for				
							comparison in				
							his work?				

Assessment	Mini-Mock on the	Mini Mock on	Mini-Mock on	Mini-Mock on	Mini-Mock on	Mock Exam
	Gods	Heracles/Hercules	Temples	Foundation Myths	Festivals	paper – 5 topics
Every mini-mock						
includes exam style						- The Gods
questions – exactly						- Heracles/
the same structure as			Guided practice	Guided practice		Hercules
they would see on	Guided practice on 1,	Guided practice on	on 8 and 15 marks	on 8 and 15 marks		- The Temples
their final paper	2, 3 and 6 marks	1, 2, 3 and 6	questions	questions		- Foundation
	questions	marks questions				myths
						- Festivals
Literacy/ Numeracy/	Development in:	Development in:	Development in:	Development in:	Development in:	Development in
SMSC/ Character	Intellectual skills	Intellectual skills	Intellectual skills	Intellectual skills	Intellectual skills	resilience,
	Communication skills	Communication	Communication	Communication	Communication skills	perseverance
	Organisational skills	skills	skills	skills	Organisational skills	and aspiration
	Interpersonal skills	Organisational	Organisational	Organisational	Interpersonal skills	
	Research skills	skills	skills	skills	Research skills	
	Computer Literacy	Interpersonal skills	Interpersonal	Interpersonal	Computer Literacy	
	skills	Research skills	skills	skills	skills	
	Numeracy skills	Computer Literacy	Research skills	Research skills	Numeracy skills	
		skills	Computer	Computer		
		Numeracy skills	Literacy skills	Literacy skills		
			Numeracy skills	Numeracy skills		