

## Curriculum Map

**Subject:** Classical Civilisation

**Year Group:** Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Content</b></p> <p><i>Descriptive/propositional knowledge</i></p> <p><i>'knowing that'</i></p>	<p><b>I.1: The Gods</b></p> <p>To be able to describe:</p> <ul style="list-style-type: none"> <li>- The key responsibilities of each of the Olympian Gods</li> <li>- The symbols used to identify the Olympians, as well as Hades/Pluto</li> <li>- Any differences between the Greek and the Roman versions of the Olympian Gods</li> <li>- The storyline of the Homeric Hymn to Demeter</li> </ul>	<p><b>I.2: Heracles/Hercules</b></p> <p>To be able to describe:</p> <ul style="list-style-type: none"> <li>- How Heracles was born</li> <li>- The key events of each of Heracles' twelve labours</li> <li>- Heracles' battle with Cacus, Achoelus and Nessus</li> <li>- How Hercules died</li> </ul>	<p><b>I.3: Temples</b></p> <p>To be able to describe the key features of a religious sanctuary, including:</p> <ul style="list-style-type: none"> <li>- 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 the temple of Portunus</li> <li>- What happened during a Greek</li> </ul>	<p><b>I.4: Foundation Myths</b></p> <p>To be able to describe:</p> <ul style="list-style-type: none"> <li>- The contest that took place between Athena and Poseidon for the naming of Athens</li> <li>- Each of the scenes shown on the Theseus kylix in the British Museum</li> <li>- The events that led to Aeneas landing in Italy</li> </ul>	<p><b>I.5: Festivals</b></p> <p>To be able to describe:</p> <ul style="list-style-type: none"> <li>- How the Great Panathenaia and City Dionysia were founded</li> <li>- What happened on each day of the Great Panathenaia and the City Dionysia</li> <li>- What happened at the Lupercalia and Saturnalia</li> <li>- The sacrifices that took place at each festivals</li> </ul>	<p><b>Mocks and Feedback</b></p> <ul style="list-style-type: none"> <li>- Students complete a mock on the topics they have covered so far:</li> <li>- The Gods</li> <li>- Heracles/Hercules</li> <li>- The Temples</li> <li>- Foundation myths</li> <li>- Festivals</li> <li>- To understand the requirements of answering an</li> </ul>

			and Roman blood sacrifice - The names and roles of the various Greek and Roman religious officials	- The events that led to Romulus founding Rome		examination paper successfully (on 1, 2, 3, 6 and 8 marks questions)
<p>Skills <i>Ability knowledge</i> <i>'knowing how'</i></p> <p>In all components of OCR's GCSE (9–1) in Classical Civilisation learners will be required to:</p> <ul style="list-style-type: none"> <li>• know and understand the surviving literary and material remains of the classical world in their social, historical and cultural contexts</li> <li>• understand, interpret and analyse a range of evidence from classical sources</li> <li>• evaluate and use this evidence to form their own</li> </ul>	<p>To be able to explain:</p> <ul style="list-style-type: none"> <li>- The character of the Greek and Roman religion, including polytheism and anthropomorphism</li> <li>- The importance of epithets to describe Gods</li> <li>- What the relationships between men and Gods was like</li> <li>- The importance of the Homeric Hymn to Demeter for the Greek understanding of the cycle of the seasons</li> </ul>	<p>To be able to explain:</p> <ul style="list-style-type: none"> <li>- Why Heracles' birth made him a demi-god</li> <li>- Why Heracles was sent on his ten labours, and why he was given two more</li> <li>- Why Heracles was important to the site of Olympia and how the Greeks honoured him</li> <li>- Why Hercules was important to Rome and how the Romans honoured him</li> </ul>	<p>To be able to explain:</p> <ul style="list-style-type: none"> <li>- The role of a Greek and Roman priest in their respective societies</li> <li>- Why blood sacrifice was important to the Greeks and Romans</li> <li>- The extend the Parthenon, temple of Zeus and Pantheon and temple of Portunus conformed to the typical layout of Greek and Roman temples</li> </ul>	<p>To be able to explain:</p> <ul style="list-style-type: none"> <li>- Why the myth of Athena and Poseidon's contest was important to the Athenians</li> <li>- Why Theseus was important to the Athenians</li> <li>- Why Livy used Aeneas and Romulus' stories in his work</li> <li>- Why Plutarch considered Theseus and Romulus good subjects for</li> </ul>	<p>To be able to explain:</p> <ul style="list-style-type: none"> <li>- Why the Great Panathenaia and the Great Dionysia were important to the Athenians</li> <li>- How Athena and Dionysus were worshipped at their festivals</li> <li>- Why the Lupercalia and Saturnalia were important to the Romans</li> <li>- How Lupercus and Saturn were worshipped at their festivals</li> </ul>	<ul style="list-style-type: none"> <li>- To self-assess individual progress according to feedback given by the teacher</li> <li>- To reACT to feedback given by the teacher and improve areas of work</li> </ul>

<p>judgements and responses, and present these in a clear, concise and logical manner.</p>	<ul style="list-style-type: none"> <li>- To know how to accurately answer the different types of examination question and applying the correct knowledge</li> <li>- To accurately use key Classical terminology to show a deeper understanding of classical studies</li> </ul> <p>Students will be taught how to answer short questions (for 1, 2, 3 and 6 mark questions)</p>	<ul style="list-style-type: none"> <li>- To know how to accurately answer the different types of examination question and applying the correct knowledge</li> <li>- To accurately use key Classical terminology to show a deeper understanding of classical studies</li> </ul> <p>Students will be taught how to answer short questions (for 1, 2, 3 and 6 mark questions)</p>	<ul style="list-style-type: none"> <li>- The role the Parthenon, temple of Zeus and Pantheon played in the worship of their respective gods</li> <li>- To be able to apply specific detail to support student's arguments.</li> </ul> <p>Students will be taught how to structure an argument (for 8 and 15 mark questions)</p>	<p>comparison in his work</p> <ul style="list-style-type: none"> <li>- To be able to apply specific detail and key terminology to support student's arguments.</li> <li>- Students will be taught how to structure an argument (for 8 and 15 mark questions)</li> </ul>		
Key Questions	<p>Overarching Enquiry: Who are the Greek and Roman Gods and what are their responsibilities?</p>	<p>Overarching Enquiry: Who was Heracles/ Hercules and why was he important to both Greeks and Romans?</p>	<p>Overarching Enquiry: What are the key features of a religious sanctuary?</p>	<p>Overarching Enquiry: Can you describe the foundation myths of Athens and Rome and explain</p>	<p>Overarching Enquiry: Can you describe the Greek and Roman festivals and argue on their importance?</p>	<ul style="list-style-type: none"> <li>- What are my areas of strength?</li> <li>- Which areas have I shown to have gaps</li> </ul>

	<ul style="list-style-type: none"> <li>- What are the names of the Greek and Roman Gods?</li> <li>- How are they being depicted on Greek and Roman art?</li> <li>- What are their responsibilities?</li> <li>- How Greeks and Romans used the myths?</li> <li>- What is the connection between the Homeric Hymn to Demeter and the cycle of seasons?</li> </ul>	<ul style="list-style-type: none"> <li>- How Hercules was born?</li> <li>- Which labours did he have to complete and why?</li> <li>- Why did he have to battle against Cacus, Acheron and Nessus?</li> <li>- Why Heracles/Hercules was important to both Greeks and Romans?</li> </ul>	<ul style="list-style-type: none"> <li>- What is the typical layout of a Greek and Roman temple?</li> <li>- How the Parthenon, the temple of Zeus at Olympia, the Pantheon and the temple of Portunus compare to the typical layout?</li> <li>- What are the steps of a blood sacrifice?</li> <li>- What are the names and roles of the Greek and Roman religious officers?</li> </ul>	<p>their importance?</p> <ul style="list-style-type: none"> <li>- Can you describe the four (4) foundation myths of Athens and Rome?</li> <li>- What is the importance of each of the foundation myths?</li> <li>- Why Livy used Aeneas and Romulus in his work?</li> <li>- Why Plutarch considered Theseus and Romulus good subjects for comparison in his work?</li> </ul>	<ul style="list-style-type: none"> <li>- Can you name the four festivals and describe what happened on each one of them?</li> <li>- Who could participate on each of these festivals?</li> <li>- What was the duration of each of these festivals?</li> <li>- What did they sacrifice on each of these festivals and why?</li> <li>- Can you identify any similarities and/or differences between the Greek and Roman festivals?</li> </ul>	<p>in knowledge?</p> <ul style="list-style-type: none"> <li>- Which type of question did I find most difficult?</li> <li>- What are my two targets to improve?</li> </ul>
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<p>Assessment</p> <p>Every mini-mock includes exam style questions – exactly the same structure as they would see on their final paper</p>	<p>Mini-Mock on the Gods</p> <p>Guided practice on 1, 2, 3 and 6 marks questions</p>	<p>Mini Mock on Heracles/Hercules</p> <p>Guided practice on 1, 2, 3 and 6 marks questions</p>	<p>Mini-Mock on Temples</p> <p>Guided practice on 8 and 15 marks questions</p>	<p>Mini-Mock on Foundation Myths</p> <p>Guided practice on 8 and 15 marks questions</p>	<p>Mini-Mock on Festivals</p>	<p>Mock Exam paper – 5 topics</p> <ul style="list-style-type: none"> <li>- The Gods</li> <li>- Heracles/ Hercules</li> <li>- The Temples</li> <li>- Foundation myths</li> <li>- Festivals</li> </ul>
<p>Literacy/ Numeracy/ SMSC/ Character</p>	<p>Development in:</p> <p>Intellectual skills</p> <p>Communication skills</p> <p>Organisational skills</p> <p>Interpersonal skills</p> <p>Research skills</p> <p>Computer Literacy skills</p> <p>Numeracy skills</p>	<p>Development in:</p> <p>Intellectual skills</p> <p>Communication skills</p> <p>Organisational skills</p> <p>Interpersonal skills</p> <p>Research skills</p> <p>Computer Literacy skills</p> <p>Numeracy skills</p>	<p>Development in:</p> <p>Intellectual skills</p> <p>Communication skills</p> <p>Organisational skills</p> <p>Interpersonal skills</p> <p>Research skills</p> <p>Computer Literacy skills</p> <p>Numeracy skills</p>	<p>Development in:</p> <p>Intellectual skills</p> <p>Communication skills</p> <p>Organisational skills</p> <p>Interpersonal skills</p> <p>Research skills</p> <p>Computer Literacy skills</p> <p>Numeracy skills</p>	<p>Development in:</p> <p>Intellectual skills</p> <p>Communication skills</p> <p>Organisational skills</p> <p>Interpersonal skills</p> <p>Research skills</p> <p>Computer Literacy skills</p> <p>Numeracy skills</p>	<p>Development in resilience, perseverance and aspiration</p>