

## Curriculum Map

**Subject:** Classical Civilisation

**Year Group:** Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content <i>Descriptive/ propositional knowledge</i></p> <p><i>'knowing that'</i></p>	<p><b>1.1: The Gods and 1.2: Heracles/Hercules</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> </ul>	<p><b>1.3: 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>1.4:Foundation Myths and 1.5: Festivals</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> <li>❖ The events that led to Romulus founding Rome</li> </ul>	<p><b>1.6 Symbols of Power and 1.7 Death and Power</b></p> <p>To be able to describe:</p> <ul style="list-style-type: none"> <li>❖ the battle between the Centaurs and Lapiths</li> <li>❖ the battle between the Amazons and Greeks</li> <li>❖ the Prima Porta of Augustus, including its key features</li> <li>❖ the Ara Pacis, including its religious and mythological scenes</li> <li>❖ what happened to a Greek from death to burial</li> </ul>	<p><b>1.8 Journeying to the Underworld AND Revision</b></p> <p>To be able to describe:</p> <ul style="list-style-type: none"> <li>❖ what happened in the Homeric Hymn to Demeter and Ovid's story of Orpheus and Eurydice</li> <li>❖ the characteristics of Demeter, Persephone, Hades and Zeus</li> <li>❖ the characteristics of Orpheus, Proserpina and Pluto</li> <li>❖ how the underworld is</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>- Symbols of Power</li> <li>- Death and Burial</li> <li>- Journeying to the Underworld</li> </ul>

	<ul style="list-style-type: none"> <li>❖ The storyline of the Homeric Hymn to Demeter</li> <li>❖ How Heracles was born</li> <li>❖ The key events of each of Heracles' twelve labours</li> <li>❖ Heracles' battle with Cacus, Achelous and Nessus</li> <li>❖ How Hercules died</li> </ul>	<p>and Roman blood sacrifice</p> <ul style="list-style-type: none"> <li>❖ The names and roles of the various Greek and Roman religious officials</li> </ul>	<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>	<ul style="list-style-type: none"> <li>❖ what happened at the Anthesteria and Genesia</li> <li>❖ what happened to a Roman from death and burial</li> <li>❖ what happened at the Parentalia and Lemuria</li> </ul>	<p>described by Homer and Ovid.</p> <p style="text-align: center;">-</p>	
<p>Skills <i>Ability knowledge</i>  <i>'knowing how'</i>  In all components of OCR's GCSE (9-1) in Classical Civilisation</p>	<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> </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> </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</li> </ul>	<p>To be able to explain:</p> <ul style="list-style-type: none"> <li>❖ why the Centauromachy was used in the decoration of the Parthenon</li> <li>❖ why the Amazonomachy was used in the decoration of the temple of Apollo at Bassae</li> </ul>	<p>To be able to explain:</p> <ul style="list-style-type: none"> <li>❖ why the myth of Persephone's abduction was important to the Greeks and Romans</li> <li>❖ why Orpheus' story was important to the Greeks and Romans</li> </ul>	<ul style="list-style-type: none"> <li>❖ To understand the requirements of answering an examination paper successfully (on 1, 2, 3, 6, 8 and 15 marks questions)</li> </ul>

<p>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 judgements and responses,</li> </ul>	<ul style="list-style-type: none"> <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> <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</li> </ul>	<ul style="list-style-type: none"> <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> <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>Romulus' stories in his work</p> <ul style="list-style-type: none"> <li>❖ Why Plutarch considered Theseus and Romulus good subjects for comparison in his work</li> <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>❖ how the Prima Porta promoted the power and authority of Augustus</li> <li>❖ how the Ara Pacis promoted the power and authority of Augustus</li> <li>❖ why it was important that the dead were properly buried</li> <li>❖ how a funeral could show of the wealth and social standing of Greek and Roman families</li> <li>❖ why it was important that the dead were buried outside the town or city</li> <li>❖ why festivals to the dead were important to the Greeks and Romans</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>
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<p>and present these in a clear, concise and logical manner.</p>	<p>terminology to show a deeper understanding of classical studies</p> <ul style="list-style-type: none"> <li>❖ Why Heracles' birth made him a demi-god</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> <li>❖ Students will be taught how to answer short questions (for 1, 2, 3 and 6 mark questions)</li> </ul>		<ul style="list-style-type: none"> <li>❖ To be able to apply specific detail and key terminology to support the student's arguments.</li> </ul>			
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<p>Key Questions</p>	<p>Overarching Enquiry: Who are the Greek and Roman Gods and what are their responsibilities and iconography? AND Who was Heracles/Hercules and why was he important to both Greeks and Romans?</p> <ul style="list-style-type: none"> <li>❖ What are the names of the Greek and Roman Gods?</li> <li>❖ How are they being depicted in Greek and Roman art?</li> <li>❖ What are their responsibilities?</li> <li>❖ What is the connection between the Homeric Hymn to Demeter and</li> </ul>	<p>Overarching Enquiry: What are the key features of a religious sanctuary?</p> <ul style="list-style-type: none"> <li>❖ What is the typical layout of a Greek and Roman temple?</li> <li>❖ How does 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>Overarching Enquiry: Can you describe the foundation myths of Athens and Rome and explain their importance? AND Can you describe the Greek and Roman festivals and argue on 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 did Plutarch consider Theseus and Romulus good subjects for comparison in his work?</li> <li>❖ Can you name the four festivals and</li> </ul>	<p>Overarching Enquiry: How Greeks and Romans symbolised power? AND What were the Greek and Roman practices and beliefs surrounding death and burial and the importance of remembrance</p> <ul style="list-style-type: none"> <li>❖ Which were the stages of funeral and burial in the Greek and Roman world and why was it important that the dead were properly buried?</li> <li>❖ Which were the festivals for the dead and the ancestors and why were they important?</li> <li>❖ What role did women have in the preparation and burial of the deceased?</li> </ul>	<p>Overarching Enquiry: How did the Greeks and Romans describe the Underworld in their myths?</p> <ul style="list-style-type: none"> <li>❖ Why did Zeus choose Hermes to travel to the Underworld?</li> <li>❖ How justified were the actions of Demeter?</li> <li>❖ Why were torches important in a wedding ceremony?</li> <li>❖ What impression of the Underworld does Homer and Ovid give us in their poem?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What are my areas of strength?</li> <li>❖ Which areas have I shown to have gaps in knowledge?</li> <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>the cycle of seasons?</p> <ul style="list-style-type: none"> <li>❖ How was Hercules born?</li> <li>❖ Which labours did he have to complete and why?</li> <li>❖ Why was Heracles/Hercules important to both Greeks and Romans?</li> </ul>		<p>describe what happened on each one of them?</p> <ul style="list-style-type: none"> <li>❖ Who could participate in each of these festivals?</li> <li>❖ Can you identify any similarities and/or differences between the Greek and Roman festivals?</li> </ul>	<ul style="list-style-type: none"> <li>❖ How successfully have the sculptors depicted the Centauromachy and Amazonomachy?</li> <li>❖ Which was a better expression of Augustus' power, the Augustus at Prima Porta or the Ara Pacis?</li> </ul>		
<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 and Heracles/Hercules</p> <p>Assessment Objective 1: Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>•literature and visual/material culture from the classical world</li> </ul>	<p>Mini-Mock on Temples</p> <p>Practice on 1, 2, 3, 6 and 8 marks questions</p>	<p>Mini-Mock on Foundation Myths and Festivals</p> <p>Practice on 1, 2, 3, 6, 8, and 15 marks questions</p>	<p>Mini-Mock on Symbols of Power and Death and Burial</p>	<p>Mini- Mock on Journeying the Underworld</p>	<p>Mock Exam paper on Myth and Religion</p>

	<ul style="list-style-type: none"> <li>•how sources reflect their cultural contexts</li> <li>•possible interpretations of sources by different audiences and individuals.</li> </ul> <p>Assessment Objective 2: Analyse, interpret and evaluate literature and visual/material culture from the classical world, using evidence and producing coherent and reasoned arguments.</p>					
Literacy/ Numeracy/ SMSC/ Character	<p>Development in:</p> <ul style="list-style-type: none"> <li>essay writing</li> <li>knowledge retrieval</li> <li>Intellectual skills</li> <li>Communication skills</li> <li>Organisational skills</li> <li>Interpersonal skills</li> <li>Research skills</li> </ul>	<p>Development in:</p> <ul style="list-style-type: none"> <li>Intellectual skills</li> <li>knowledge retrieval</li> <li>Communication skills</li> <li>Organisational skills</li> <li>Interpersonal skills</li> <li>Research skills</li> <li>Computer Literacy skills</li> <li>Numeracy skills</li> </ul>	<p>Development in:</p> <ul style="list-style-type: none"> <li>essay writing</li> <li>knowledge retrieval</li> <li>Intellectual skills</li> <li>Communication skills</li> <li>Organisational skills</li> <li>Interpersonal skills</li> <li>Research skills</li> <li>Computer Literacy skills</li> </ul>	<p>Development in:</p> <ul style="list-style-type: none"> <li>essay writing</li> <li>knowledge retrieval</li> <li>Intellectual skills</li> <li>Communication skills</li> <li>Organisational skills</li> <li>Interpersonal skills</li> <li>Research skills</li> <li>Computer Literacy skills</li> </ul>	<p>Development in:</p> <ul style="list-style-type: none"> <li>essay writing</li> <li>knowledge retrieval</li> <li>Intellectual skills</li> <li>Communication skills</li> <li>Organisational skills</li> <li>Interpersonal skills</li> <li>Research skills</li> <li>Computer Literacy skills</li> </ul>	<p>Development in resilience, perseverance and aspiration</p>

	Computer Literacy skills Numeracy skills		Numeracy skills	Numeracy skills	Numeracy skills	
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