

## Subject Area: Classical Civilisation

### Curriculum Intent:

Classical World is still around us and at TSFA we aim to bring Classics to life. The ancient Greeks and Romans have profoundly influenced western society and thought. They established the disciplines of philosophy and history and the foundations of our political systems. In some ways, the ancient Greeks and the Romans seem just like us, but in others very different. Over 1,000 years of extraordinary human endeavour, evident in fascinating archaeological material and expressive arts of comedy, tragedy, epic, and historical writing encourage reflection on human behaviour; the historical distance invites fresh perspectives untainted by modern preconceptions. This can lead students to reflect deeply about themselves and the lives of others – an important quality in a modern, multi-cultural society. Classical subjects encourage students to cross subject boundaries through thinking that touches on language, literature, and civilisation. Some questions about the Ancient World have not yet been answered; others are unanswerable but worth asking. The study of classical subjects is interdisciplinary. All classical subjects can involve literature, history, philosophy, and the visual arts. Classics students can read, analyse, and discuss texts and inscriptions in the original or translation, learning to link different sources and infer meaning from sometimes fragmentary or partisan evidence. Greece and Rome have also profoundly affected later developments in all these fields both in Britain and elsewhere. The influence of ancient myth - Orpheus, Oedipus, Antigone, Odysseus - has been particularly powerful. Whether students are looking at Victorian buildings, comparing democracy with communism, investigating the way their own language works or performing Shakespeare, their understanding can be informed and enriched by familiarity with the general classical background and with the specific allusions which are made. Since much of this cultural and linguistic heritage is shared by otherwise diverse and even antagonistic nations of the modern world, classics offers a useful perspective from which to develop a European awareness and to approach some aspects of multi-cultural education. The topics we have chosen to teach at TSFA should help our students to understand the importance of having the classical background in their education. Students of classical subjects engage directly with the major cultural achievements of the ancient Greek and Roman worlds, which have had an enduring influence on the western world for two millennia. Introducing students to the mythology, historical events and personalities that have had such an impact on the world is one of the most valuable aspects of classical subjects. Classical mythology forms the bedrock of much modern art and literature, and is constantly reworked in theatre, in the visual arts, film and pop-culture. By the end of KS5 we expect our students not only to be able to evaluate Classical sources, to understand the chronology of the Ancient World and to explain the most important events from the period, but also to understand the importance of the subject for the modern societies, and its impact on their culture.

Dates	Assessment		Rationale	
YEAR 12 Terms 1 and 2	<p><b>Beliefs &amp; Ideas: Greek Religion</b></p> <p>The Nature of the Olympian Gods</p> <p>Personal Experience of the Divine</p> <p>Religion and Society</p>	<p><b>The World of the Hero Homer, <i>The Odyssey</i></b></p> <p>Introduction to Greek Literature and Homer</p> <p>Books 1,5,6,7,8</p>	<p>Spaced repetition testing takes place weekly to re-cap and consolidate knowledge throughout the course.</p> <p>PC1 The Nature of the Olympian Gods, Personal Experience of Divine – 10 marks essay</p> <p>PC2 The Nature of the Olympian Gods, Personal Experience of Divine, Religion &amp; Society – 20 marks essay</p>	<p><b>Beliefs &amp; Ideas: Greek Religion</b></p> <p>This component includes the study of classical thought; from ideas about politics and correct governance, to what is ‘right’ and ‘wrong’ when it comes to love and desire, to the nature of the gods and their relationship with mankind. Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual’s daily life. Religion could be connected to the household, to life in the city or life in the countryside; moreover politics and religion were intertwined to the extent that political decisions were sometimes made on the basis of divine oracular intervention. Religion was also an important tool for the creation of local and Panhellenic identities, as well as of competition between the Greek city-states. Studying the practicalities of religious ritual, and the role it played in society, alongside the functions and layout of famous temple complexes, will make this component tangible for learners and help develop their sense of the central role religion played in the life of everyday people. Learners will also explore the nature of the gods and their relationship with mortals. Key to this is the depiction of the gods by Homer and Hesiod, whom Herodotus credited with giving the Greeks their first understanding of the characters and responsibilities of the gods. Also included are the very different role of Mystery Cults, and the tensions caused by the rise of philosophical thinking.</p> <p><b>The Odyssey</b></p> <p>The poems of Homer were considered by the Greeks themselves to be a foundation of Greek culture, standing as they do at the beginning of the Western literary canon. This component provides learners with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. The epics of Homer, with their heroes, gods and exciting narratives, have been in continuous study since their conception, and remain popular with learners and teachers today. Students will be studying literary techniques and composition:</p> <ul style="list-style-type: none"> <li>• structure and plot of the epic</li> <li>• language of the epic including narrative and descriptive techniques and their effects; such as speeches, formulae, flashback, and similes</li> <li>• literary context in which the Odyssey was created and handed down including: oral tradition and context; transmission of the text; whether it was the work of one or more poets.</li> </ul> <p>The heroic world: characterisation and themes:</p> <ul style="list-style-type: none"> <li>• concept, values and behaviour of a hero, including the ideas of timē (honour) and kleos (reputation)</li> <li>• how the different societies depicted in the Odyssey are characterised and portrayed</li> <li>• characterisation of major and minor characters</li> <li>• nostos (homecoming)</li> <li>• disguise</li> <li>• recognition</li> <li>• fantasy and the supernatural</li> </ul>

				<p>PS/CV's: The development of democratic states in modern-day society can be attributed to the insights of ancient thinkers. Political ideologies that are used today can be found in the works of Plato and Aristotle. The concepts of politics, justice, and equality were deeply explored by ancient Greeks.</p> <p>CEIAG: Problem-solving skills are essential for times when you require creative or critical thinking. Ability of looking at information objectively and determine the best course of action in response is a skill highly valued by employers.</p>
Terms 3 and 4	<p>Religion and Society</p> <p>Places of Worship</p> <p>Rituals and Priests</p>	Books 9,10,11,12,13,16	<p><b>PC3</b> Homer, The <i>Odyssey</i></p> <p><b>PC4</b> Greek Religion – 20 &amp; 30 marks essay</p>	<p><b>Beliefs &amp; Ideas: Greek Religion</b> Students will be studying the layout, significance, role and functions of:</p> <ul style="list-style-type: none"> <li>• the Athenian Acropolis and its civic importance to Athens</li> <li>• Delphi and state and private consultation of Delphic Oracle</li> <li>• Olympia and the Olympic games and their the Panhellenic significance</li> </ul> <p>Both topics not only are tie in well with the themes from the <i>Odyssey</i> studied this term but also lead to the Religion and philosophy, studied next term.</p> <p><b>The Odyssey</b> Students will be studying the social, cultural and religious context:</p> <ul style="list-style-type: none"> <li>• power of fate</li> <li>• role of the immortals</li> <li>• relationship between immortals and mortals</li> <li>• justice and revenge</li> <li>• hospitality and guest friendship (xenia)</li> <li>• family</li> <li>• relationships between men and women, parents and children</li> <li>• part played by women in the epic and their position in society</li> <li>• role of slaves</li> </ul> <p>Students will be able to use classical texts to demonstrate an understanding of the social, historical and cultural context of the classical world, with recognition, where appropriate, of the complex issues of reliability and the difference between what a text might say and what can be inferred from this – this ties in well with the Imperial Image topic studied next term.</p> <p>PS/CV's: The Greek ideal of Xenia, shown in the <i>Odyssey</i>, calls upon us to treat such “others” with the same decency we accord to those closest to us. We might describe this high standard of conduct as requiring <i>kindness</i>: literally, treating strangers and visitors with the benevolence with which we would treat our <i>kin</i>. This is also how we could define <i>civility</i>: according the irreducible respect we owe to <i>everyone</i> by virtue of our shared humanity.</p> <p>CEIAG: Analytical, comparative and evaluative skills to be emphasised as excellent transferable and highly valued by employer</p>
Terms 5 and 6	<p>Religion &amp; Philosophy</p> <p><b>Culture and the Arts: Imperial Image</b></p>	Books 17,18,19,21,22,23	<p>PC5 Greek Religion – full paper</p>	<p><b>Beliefs &amp; Ideas: Greek Religion</b> Students will explore the following topics:</p> <ul style="list-style-type: none"> <li>• The rise of philosophical thinking and how this was viewed within Greek society, including the extent to which these ideas were truly ‘new’</li> <li>• The critique of the ‘gods of Homer’ and their anthropomorphism, as voiced by Xenophanes</li> <li>• Socrates and accusations of ‘impiety’, including:</li> </ul>

	<p>Octavian comes to Rome, 44-42 BC</p> <p>Power Struggle, 42-30 BC</p>			<ul style="list-style-type: none"> <li>• Socrates' ideas on the divine, justice and why he may have disagreed with the Homeric/Hesiodic idea of the gods</li> <li>• the extent to which his ideas were radical or controversial</li> </ul> <p>This topic covers the development of thought and ideas; how and why they emerged and how this was influenced by their broader cultural context; the influence of thought and ideas on the social, political, religious and cultural context of the classical world and ways in which these ideas and concepts can be interpreted, both in an ancient and modern context. This is a great introduction to Culture and Arts.</p> <p><b>Imperial Image</b> This topic has been chosen in order to give a broad overview of the myriad issues inherent in each theme, and to give a strong understanding of the context of the sources studied. The idea of a politician 'spinning' their public image is one which is very familiar from our contemporary media; and so this exploration of a Roman politician and his successful propaganda campaign is both highly relevant and engaging for learners.</p> <p><b>The Odyssey</b> By the end of term 6 students should be able to:</p> <ul style="list-style-type: none"> <li>• respond critically to texts and consider how the attitudes and values of the classical world or author are expressed</li> <li>• apply their knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical texts</li> <li>• use classical texts to demonstrate an understanding of the social, historical and cultural context of the classical world, with recognition, where appropriate, of the complex issues of reliability and the difference between what a text might say and what can be inferred from this</li> <li>• critically explore and explain the possibility of different responses to a text from different audiences, from the classical period, up until the modern day.</li> </ul> <p>This will help students understand Homeric influences in Aeneid studied in year 13.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 2px solid purple; padding: 5px; width: 30%;"> <p>PS/CV's: The influence of Greek philosophers can be seen in various areas of modern thought. They formulated the concept of true knowledge acquisition. Modern civic virtues have roots in Greek philosophy.</p> </div> <div style="border: 2px solid pink; padding: 5px; width: 30%;"> <p>CEIAG: Writing skills are important part of communication. Good writing skills allow to communicate your message with clarity and ease to your audience – a skill greatly beneficial for employers.</p> </div> </div>
<p>Year 13 Terms 1 and 2</p>	<p><b>Imperial Image</b></p> <p>Power Struggle, 42-30 BC Augustus' Reign, 29 BC-AD 14</p>	<p><b>The World of the Hero</b> <u>Virgil, The Aeneid</u></p> <p>Introduction to Roman Literature and Virgil</p> <p>Books 1,2,4,6,7</p>	<p>PC1 Questions on all topics studied in year 12</p> <p>PC2 Questions on all topics studied in year 12 &amp; 13</p>	<p><b>The Aeneid</b></p> <p>This component provides learners with the opportunity to appreciate Virgil's Aeneid, a cornerstone and landmark in Western literature. Drawing inspiration from Homer (linking back to year 12 knowledge), as well as from his own cultural and political context, Virgil explored what it was to be a hero in the Roman world and created a work which has proven enduringly popular. Students will be studying literary techniques and composition:</p> <ul style="list-style-type: none"> <li>• composition of the epic</li> <li>• structure and plot of the epic</li> <li>• language of the epic including the use of speeches, themes, flashback, similes and other narrative and descriptive techniques and their effects</li> <li>• Homeric influence.</li> </ul> <p>The heroic world: characterisation and themes:</p> <ul style="list-style-type: none"> <li>• concepts, values and behaviour of a Greek and Roman hero</li> <li>• characterisation of major and minor characters</li> <li>• role of Aeneas in Rome's Imperial destiny</li> <li>• portrayal of war</li> </ul>

				<ul style="list-style-type: none"> <li>the portrayal of different nations; Trojans, Greeks, Carthaginians, Italians</li> </ul> <p><b>Imperial Image</b> Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its republican values and to accept one-man rule. Through an examination of the literature and visual/ material culture of the period, this component allows learners to examine the ways in which Augustus conveyed his personal brand to all social classes of Rome. This topic forms a great platform for a discussion about modern politics and raises awareness of the importance of being an active citizen.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid purple; padding: 5px; width: 30%;"> <p>PS/CV's: Awareness of the importance of being an active citizen is emphasised by studying politics of the late republic and early empire.</p> </div> <div style="border: 2px solid pink; padding: 5px; width: 30%;"> <p>CEIAG: Forming coherent arguments with substantiated evidence based judgements are transferable and highly sought after by employers skills.</p> </div> </div>
Terms 3 and 4	Augustus' Legacy Later Representations	Books 8,9,10,11,12	<p>PC3 Questions on all topics studied in year 12 &amp; 13</p> <p>PC4 Questions on all topics studied in year 12 &amp; 13</p>	<p><b>The Aeneid</b> Students will be studying the social, cultural and religious context:</p> <ul style="list-style-type: none"> <li>moral values implicit in the Aeneid including pietas (duty to gods, state and family) and its contrast with furor</li> <li>importance of fate and destiny</li> <li>role of the immortals and the relationship between mortals and immortals</li> <li>family and friendship</li> <li>relationships between men and women, parents and children</li> <li>part played by women in the epic and their position in society</li> </ul> <p>Historical and political background:</p> <ul style="list-style-type: none"> <li>Augustan context in which the Aeneid was produced including: the political and historical background of the civil war &amp; Augustus' rise to power and consolidation of his rule</li> <li>Virgil's relationship to Augustus and his regime and the extent to which they are promoted within the epic</li> <li>promotion of the Roman Empire</li> </ul> <p><b>Study of Aeneid will tie in well with the study of the Imperial Image and the overlap between both topics will allow students to understand them in more depth.</b> Additionally, studying the effectiveness of Augustus' self-presentation in creating an imperial image that lasted beyond his lifetime through an examination of later sources, prepares students for further discussion about modern world. Students, who completed GCSE history course will be familiar with this type of debate through studying the Weimar and Nazi Germany and the Cold War topics.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 2px solid purple; padding: 5px; width: 30%;"> <p>PS/CV's: Links to professional standards of mental toughness, work ethic and attention to detail- pushing through to the end of the course.</p> </div> <div style="border: 2px solid pink; padding: 5px; width: 30%;"> <p>CEIAG: Skills of critical analysis and evaluation are highly valued by employers.</p> </div> </div>
Terms 5&6	Revision and exam practice			