



## Ancient Civilisations KS3 Curriculum

Year 7	
1 x 10 week rotation	
<b>Content:</b> What will students know	The basic story of the Iliad, a selection of key Greek gods, some significant Greek myths. Aspects of daily life in ancient Greece, their values, customs and the impact of warfare on their civilisation.
<b>Skills:</b> What will students be able to do	Comprehend and infer meaning from listening to an oral story. Form an opinion on the causes of the Trojan War and consequences of the actions of the different characters. Justify their opinions both orally and in writing with reference to evidence and events in the story.
<b>Other:</b> Literacy/Numeracy/ Ethos	A range of literacy skills such as PEE paragraphs, diary writing, comprehension, writing accounts. Consideration of the religious beliefs of another culture. The ethics of warfare and heroism.
<b>Assessment:</b>	No formal assessment as it is a carousel, however AFL throughout lessons through feedback and written tasks.



## Ancient Civilisations KS3 Curriculum

	Year 8					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content:</b> What will students know	How civilisation began and flourished in Ancient Egypt.	Ancient Egypt and the Minoans - their everyday life and customs and the similarities and differences as civilisations, as well as the interactions between these civilisations.	The basic story of The Odyssey - key characters, gods, myths (linking back to and building on the Iliad in Year 7)		Key achievements and innovations of the Persian Empire	The development of civilisation in Persia
<b>Skills:</b> What will students be able to do	Use a range of evidence to form conclusions as to why Egypt was a flourishing civilisation. Form opinions on what typical daily life was like for the ancient Egyptians and how they compare to other civilisations they have studied. Develop an understanding of the beliefs in and the significance of the the gods and religion to the people of ancient Egypt.	Develop an understanding of how the Egyptian belief in life after death impacted on the way they lived their lives. Mummify a carrot. Be able to compare the Egyptian and Minoan civilisations - their daily life, beliefs, art and customs. Form opinions that are supported with evidence on how the Egyptian civilisation impacted on the Minoan civilisation.	Comprehend and infer meaning from listening to an oral story. Form an opinion on the causes of Odysseus' delay in getting home and consequences of the actions of the different characters. Get an insight into daily life in ancient Greece, their values, customs, religion and the impact of warfare on their civilisation. Justify their opinions both orally and in writing with reference to evidence and events in the story.		Compare critically the achievements and innovations of the first 4 Achaemenid kings of Persia and form an opinion based on evidence of the impact these had on the Persian empire as a whole.	Use a range of evidence to form conclusions as to why Persia was a flourishing civilisation. Form opinions on the first 4 Achaemenid kings of Persia and their successes and failures.
<b>Other:</b> Literacy/Numeracy/ Ethos	Numeracy skills are used to work out dates, timelines and the seasons. Literacy skills are developed further with the introduction of PEE paragraphs to encourage the use of a range of evidence to support their points. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes.		A range of literacy skills such as PEE paragraphs, diary writing, comprehension, writing accounts. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. The ethics of warfare and heroism.		Numeracy skills for dates and timelines. Literacy skills will be developed with the further use and development of PEE paragraphs in their writing. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes.	
<b>Assessment:</b>	2 x daily life homeworks based on Egyptian objects and Egyptian houses. Create your own Egyptian God.	Create a pyramid assessment, summative assessment on the whole topic of Ancient Egypt. Minoan Vase assessment.	Odysseus as a leader assessment. End of Year 8 assessment.	Return from Troy game - students have to show their knowledge and understanding of both the story and the wider context of the ancient world in the development of a game.	Assessment on the achievements and innovations of the first 4 Achaemenid kings.	Assessment on the development of the Persian Empire.



## Ancient Civilisations KS3 Curriculum

	Year 9					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content:</b> What will students know	The historical, geographical, archaeological and mythical origins of the Roman people.	The Seven kings of Rome and their individual contributions to the development of Rome.	How and why the Republic developed after the fall of the Roman kings. What daily life was like in the Roman Republic.	The great wars and significant figures of the Roman republic and their impact on Rome, especially their contribution to the eventual collapse of the Republic.	The process of transition from a Republic to an Empire and the contribution and impact of the first 6 Emperors of Rome.	Roman invasion of Britain, exploring the impact of the Romans on life in Celtic Britain and the extent of Romano-Celtic fusion.
<b>Skills:</b> What will students be able to do	Use a range of written accounts, archaeology and maps to draw conclusions about why Rome was a good location for settlement and how civilisation first developed and flourished their. Develop an understanding of how the mythical beliefs of a civilisation can give us an insight to their values. Analyse ancient literature in translation (Virgil's Aeneid) in order to form opinions on the characters and their impact on events. Form an opinion on what the myths presented in The Aeneid tell us about the Romans as a people.	Assess the impact of each of the 7 kings and form an opinion on which one had the greatest impact on Rome. Research and presentation skills through the assessment. Develop an understanding and be able to articulate and support their opinions on what makes a good leader (comparison made to term 1).	Critical analysis of a range of sources, both written and archaeological, to gain an understanding of the daily life, customs and beliefs of the people of the Roman Republic. Further development of creative writing and essay skills.	Critical analysis of a range of sources, both written and archaeological. Development of own reasoning using evidence to support their points. Further development of creative writing and essay skills.	Critical analysis of a range of sources, both written and archaeological. Development of own reasoning using evidence to support their points. Further development of creative writing and essay skills.	
<b>Other:</b> Literacy/Numeracy/ Ethos	Numeracy through dates and timelines. Literacy skills - reading comprehension, PEE paragraphs, essay writing, justification of argument both orally and in the written form. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. The ethics of warfare and heroism.		Creative writing and essay writing skills. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes.	Creative writing and essay writing skills. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. The ethics of warfare and heroism.	Essay writing and reasoning. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. The ethics of warfare and heroism.	Creative writing, essay writing and reasoning. Consideration of the religious beliefs of another culture and their attitudes towards women and different social classes. The ethics of warfare and heroism.
<b>Assessment:</b>	Aeneid in the underworld group assessment. Summative assessment on The Aeneid.	Group presentation on the kings of Rome.	Creative writing assessment on the life of a Gladiator.	Summative assessment on the daily life and key events of the Republic.	End of Year assessment comparing the different key leaders and their leadership throughout Roman history.	7 Wonders of the Ancient World group project