



## Year 8 Ancient Civilisations - Curriculum Overview and KS3 Progress Descriptors

### Aims and Rationale

We study four ancient cultures over the year: the Persians, Egyptians, Minoans and Greeks. We look at the development of early civilisation and the conflict between the Greeks and the Persians; the daily life and beliefs of the ancient Egyptians; and the art, architecture and mythology of ancient Crete. We revisit the world of the Greek hero with the story of the Return from Troy (Homer's Odyssey).

### Curriculum Content

Autumn 1: The development of civilisation in Persia. How civilisation began and flourished in Ancient Egypt.

Autumn 2: Ancient Egyptians - their everyday life, customs and key rulers.

Spring 1: Ancient Minoans - their art, religion, palaces and the end of their civilisation. Explore the similarities, differences and interactions between the Egyptian and Minoan civilisations.

Spring 2: Ancient Minoans - their art, religion, palaces and the end of their civilisation. Explore the similarities, differences and interactions between the Egyptian and Minoan civilisations. The basic story of The Odyssey - key characters, gods, myths (linking back to and building on the Iliad in Year 7).

Summer 1: Continuing the basic story of The Odyssey - key characters, gods, myths (linking back to and building on the Iliad in Year 7)

Summer 2: Continuing the basic story of The Odyssey - key characters, gods, myths (linking back to and building on the Iliad in Year 7)

### How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<i>Developing</i>	<i>Secure</i>	<i>Advancing</i>	<i>Excelling</i>
<b>Factual knowledge</b>	<ul style="list-style-type: none"> <li>Form limited opinions in response to primary material given with support.</li> <li>Display simple factual knowledge.</li> <li>Refer to a limited range of evidence/primary sources in writing or speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Form thoughtful opinions in response to primary material given.</li> <li>Consistently support points with relevant primary material.</li> <li>Display informed factual knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Form sophisticated opinions in response to primary material given.</li> <li>Refer to a thorough range of primary material to support points.</li> <li>Display perceptive factual knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Refer to an extensive range of primary material to support points.</li> <li>Able to conduct further, independent research to widen personal knowledge of the topic.</li> <li>Display exemplary factual knowledge.</li> </ul>
<b>Understanding &amp; evaluation</b>	<ul style="list-style-type: none"> <li>Show slight understanding.</li> <li>Able to construct a basic argument with support.</li> <li>Make simple comparisons between the ancient and modern world.</li> </ul>	<ul style="list-style-type: none"> <li>Show a clear level of understanding.</li> <li>Evaluate some evidence appropriately.</li> <li>Make reasoned comparisons between cultures and the ancient and modern world.</li> </ul>	<ul style="list-style-type: none"> <li>Show a detailed level of understanding.</li> <li>Evaluate evidence thoroughly.</li> <li>Make convincing comparisons between cultures and the ancient and modern world.</li> </ul>	<ul style="list-style-type: none"> <li>Show a masterful level of understanding.</li> <li>Evaluate evidence fully.</li> <li>Make detailed comparisons between cultures and the ancient and modern world.</li> </ul>