



Year 9 Ancient Civilisations - Curriculum Overview and KS3 Progress Descriptors 2023/24

Aims and Rationale

We focus on ancient Rome, beginning with its mythical origins and the establishment of the seven kings. We explore key elements and personalities of Republican Rome and move on to the Roman Empire, focusing on important emperors and conquests, including the province of Britannia. Finally, we cover the reasons for the fall of the Roman Empire.

Curriculum Content

Autumn 1: The historical, geographical, archaeological and mythical origins of the Roman people.

Autumn 2: The Seven kings of Rome and their individual contributions to the development of Rome.

Spring 1: How and why the Republic developed after the fall of the Roman kings. What daily life was like in the Roman Republic.

Spring 2: 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.

Summer 1: The process of transition from a Republic to an Empire and the contribution and impact of the first 6 Emperors of Rome.

Summer 2: Roman invasion of Britain, exploring the impact of the Romans on life in Celtic Britain and the extent of Romano-Celtic fusion.

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