

Year 7 Ancient Civilisations - Curriculum Overview and KS3 Progress Descriptors 2023/24

Aims and Rationale

The aims and rationale of the curriculum in Years 7- 9 in Ancient Civilisation are:

- To introduce students to the daily life and belief systems of a range of ancient cultures, whilst instilling a sense of self-knowledge through an ongoing comparison of ancient and modern societal practices and attitudes.

Year 7 Ancient Civilisation: We introduce students to ancient Greece and the world of the hero via a taster course, which lasts just over half a term (approximately 12 lessons). We study the War with Troy (Homer's Iliad) via story-telling and a variety of activities. If students choose to continue with Ancient Civilisation as one of their two Year 8 Options, they will also study a number of other ancient cultures.

Curriculum Content

Students receive 10 weeks of lessons via the Carousel structure.

Content: 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.

Skills: 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.

Other: 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.

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. |