

KS5 Classical Civilisation Curriculum



Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content: What will students know	The social structure and political constitution of Archaic Greece. The reforms of Solon and how they tackled the issues of the early archaic period. The content, characterisation and themes of Books 1-6 of Homer's <i>Odyssey</i> .	The reforms of Cleisthenes, Ephialtes and Pericles and how they built on the reforms of Solon and developed the Athenian constitution in a democracy. The content, characterisation and themes of Books 6-10 of Homer's <i>Odyssey</i> .	The benefits of Athenian democracy and what the Athenians idealised about their democracy according to ancient sources. The content, characterisation and themes of Books 11-14 of Homer's <i>Odyssey</i> .	The problems with Athenian democracy and what the Athenians criticised about their democracy according to ancient sources. The content, characterisation and themes of Books 15-20 of Homer's <i>Odyssey</i> .	The factors that were instrumental in the decline of Athenian democracy. The content, characterisation and themes of Books 20-24 of Homer's <i>Odyssey</i> .	Athenian democracy in satire and what the everyday Athenian may have thought of the constitution. Consolidation of wider themes in the <i>Odyssey</i> and bridging work to prepare for studying <i>The Aeneid</i> in Year 13.
Skills: What will students be able to do	Use a range of written evidence to form conclusions as to why the political constitution in the archaic period was failing in Greece and what needed to change. Gain knowledge of the reforms of Solon and make judgements as to how well each reform addressed the problems with the Athenian constitution. Engage with the work of modern scholars in order to gain a deeper and broader understanding of how successful Solon's reforms were. Learn to use the opinions of the ancient sources and the modern scholars to enrich their own views both orally in class and in their written work for essays and assessments. Through focussed group work all students will build essay structures and learn how to use the information and supporting views to build and enrich their written work. Gain contextual knowledge and understanding of the oral element of Homeric poetry, the Homeric hero and a brief overview of the social structures of Mycenaean/Homeric society. Begin to analyse the texts with close reference to <i>Odyssey</i> Books 1, 5 and 6. Show knowledge and understanding of the text, characters and themes.	Use a range of written evidence to form conclusions as to how effective the reforms of Solon were and the problems that Athens still faced in their society and political constitution. Gain knowledge of the reforms of Cleisthenes, Ephialtes and Pericles and make judgements as to how well each set of reforms built upon the foundations laid by Solon and the degree to which they transformed Athens into a more democratic constitution. Engage with the work of modern scholars in order to gain a deeper and broader understanding of how successful reforms of Solon, Cleisthenes, Ephialtes and Pericles were. Learn to use the opinions of the ancient sources and the modern scholars to enrich their own views both orally in class and in their written work for essays and assessments. Through focussed group work all students will build essay structures and learn how to use the information and supporting views to build and enrich their written work. Analyse the texts with close reference to <i>Odyssey</i> Books 6-10. Show knowledge and understanding of the text, characters and themes.	Through a study of the OCR prescribed sources, form critical judgements as to what the Athenians seem to have idealised about their democratic constitution. Through their own reading of the ancient sources and the views of modern scholars, form opinions on how valid or useful each source is and be critical as to the flaws in each source. Students will study a range of texts including extracts from Greek comedy drama, tragic drama, historical writing and philosophy and learn to consider how this body of evidence builds into a bigger picture that can help us understand the views of the ancient Athenians. Further develop skills of extracting specific relevant information from the prescribed source material and be able to explain how it links to wider issues or structures within Athenian democracy. Learn to use scholar opinion cards and ancient opinion cards to help with essay building and enrich their own arguments. Analyse the texts with close reference to <i>Odyssey</i> Books 11-14. Show knowledge and understanding of the text, characters and themes.	Through a study of the OCR prescribed sources, form critical judgements as to what the Athenians seem to have idealised about their democratic constitution. Through their own reading of the ancient sources and the views of modern scholars, form opinions on how valid or useful each source is and be critical as to the flaws in each source. 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Consider the impact of each event and engage with scholarly views on the impact of each in order to form a rounded argument and opinion as to what had the greatest contribution to the decline of Athenian democracy. Students will study a range of texts including extracts from Greek comedy drama, tragic drama, historical writing and philosophy and learn to consider how this body of evidence builds into a bigger picture that can help us understand the views of the ancient Athenians as to what caused the decline in their constitution. Learn to use scholar opinion cards and ancient opinion cards to help with essay building and enrich their own arguments. Further develop and refine their examination technique through the use of a walking talking mock. Analyse the texts with close reference to <i>Odyssey</i> Books 20-24. Show knowledge and understanding of the text, characters and themes.	Through a study of the OCR prescribed sources, form critical judgements as to what the lower class Athenians seem to have idealised and criticised about their democratic constitution. Through their own reading of the ancient sources and the views of modern scholars, form opinions on how valid or useful each source is and be critical as to the flaws in each source. As there is no evidence written by lower class Athenians it is hard to fully understand what the everyday Athenian citizen thought of their constitution. Through studying political satire students form their own understanding of what may have been commonly held views based on what was popular and well received by the Athenian audience. Students put all their knowledge and ancient sources together in a timeline to consider what events would impact the views of the sources based on when they were writing. They continue to use reform cards and opinion cards to build essays. Be able to use the scholarly material on the <i>Odyssey</i> to support their ideas in the 30 mark essay questions - all major themes.
Other: Literacy/ Numeracy/ Ethos	Numeracy skills for dates and timelines. Literacy skills will be developed through collaborative essay building and the use of structure strips to support individual written work. Consideration of the political views and religious beliefs of another culture and their attitudes towards women, slavery and different social classes. Developing a knowledge & understanding of the Homeric values of <i>xenia</i> , <i>nostos</i> and <i>ephebia</i> , as well as the principal characters in Books 1-6. Working as part of a team.	Numeracy skills for dates and timelines. Literacy skills will be developed through collaborative essay building and the use of structure strips to support individual written work. Consideration of the political views and religious beliefs of another culture and their attitudes towards women, slavery and different social classes.	Numeracy skills for dates and timelines. Literacy skills will be developed through collaborative essay building, use of opinion cards and the use of structure strips to support individual written work. Consideration of the political views and religious beliefs of another culture and their attitudes towards women, slavery and different social classes.	Numeracy skills for dates and timelines. Literacy skills will be developed through collaborative essay building, use of opinion cards and the use of structure strips to support individual written work. Consideration of the political views and religious beliefs of another culture and their attitudes towards women, slavery and different social classes.	Numeracy skills for dates and timelines. Literacy skills will be developed through collaborative essay building, use of opinion cards and the use of structure strips to support individual written work. Consideration of the political views and religious beliefs of another culture and their attitudes towards women, slavery and different social classes.	Numeracy skills for dates and timelines. Literacy skills will be developed through collaborative essay building, use of opinion cards and the use of structure strips to support individual written work. Consideration of the political views and religious beliefs of another culture and their attitudes towards women, slavery and different social classes.
Assessment:	OCR 10 Mark assessment on the reforms of Solon. OCR 20 Mark assessment on the impact of Solon's reforms. OCR style <i>Odyssey</i> book 5 context question.	OCR style assessment on the reforms of Solon and Cleisthenes. OCR style <i>Odyssey</i> book 9 context question. OCR style timed <i>Odyssey</i> book 9 context question.	OCR style assessment on Athenian democracy in Greek comic drama. OCR style timed <i>Odyssey</i> book 10 context question.	OCR 30 mark essay on the praise and criticism of Athenian democracy OCR style timed <i>Odyssey</i> book 12 context question.	A walking talking mock using a full OCR exam paper. OCR literature assessment on Aristophanes and demagogues. OCR 20 mark <i>Odyssey</i> essay on Telemachus.	Mock examination - OCR paper. Bridging work set: OCR 30 mark essay on women in <i>The Odyssey</i> .