



Curriculum Intent

Classical World is still around us and at BGGGS we aim to bring Classics to life. Although the Education Reform Act 1988 does not designate classics as a foundation subject of the National Curriculum, many secondary schools will nevertheless want to include it in the time available for 'non-foundation' subjects. In the UK around 25 per cent of state-maintained secondary schools, including many non-selective ones, offer Latin and other classical subjects: that is around 1,000 schools. While all state primary schools study the ancient Greeks and the Romans as part of the national curriculum, there is a smaller but steadily increasing number of enthusiastic schools teaching Classical Civilisation, Latin, or ancient Greek across the UK. Classical subjects have something to offer everyone. Schools and teachers can tailor-make a curriculum which suits their school and their students.

In UK schools 'classics' usually refers to the study of the ancient Greeks and Romans through their languages and literature. It can include literature, history, philosophy, art and archaeology. Therefore, the word 'classics' is an umbrella term that can refer to any of four examined subjects in the school curriculum: Latin, Ancient Greek, Classical Civilisation and Ancient History.

At BGGGS we aim to create the very best classicists, teaching Classical Civilisation not only in Year 7 & 8 but also at the GCSE level. We challenge students to think, act and speak like those working in the field would: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments. We do this by a consistent approach across the department ensuring all students develop the range of skills needed to become confident in their own opinions, make well supported judgements and expressing them articulately using keywords from topics and academic, classical vocabulary.

Students of classical subjects engage directly with the major cultural achievements of the ancient Greek and Roman worlds, which have had an enduring influence on the western world for two millennia. Introducing students to the mythology, historical events and personalities that have had such an impact on the world is one of the most valuable aspects of classical subjects. Classical mythology forms the bedrock of much modern art and literature, and is constantly reworked in theatre, in the visual arts, film and pop-culture. By the end of KS4 we expect our students not only to be able to evaluate Classical sources, to understand the chronology of the Ancient World and to explain the most.

important events from the period, but also to understand the importance of the subject for the modern societies, and its impact on their culture.

We are striving to make our curriculum as ambitious as possible to enable our students expand their perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility. Classics curriculum also gives our students opportunities to develop a high level of literacy (reading classical sources & studying Latin Literature in translation), and numeracy (using BC & AD dates) required for success in the wider curriculum and in adult life and provides an appropriate range of opportunities and experiences to inspire pupils to succeed in the next stage in their education.

The ancient Greeks and Romans have profoundly influenced western society and thought. They established the disciplines of philosophy and history and the foundations of our political systems. In some ways, the ancient Greeks and the Romans seem just like us, but in others very different. Over 1,000 years of extraordinary human endeavour, evident in fascinating archaeological material and expressive arts of comedy, tragedy, epic and historical writing encourage reflection on human behaviour; the historical distance invites fresh perspectives untainted by modern preconceptions. This can lead students to reflect deeply about themselves and the lives of others – an important quality in a modern, multi-cultural society.

Classical subjects encourage students to cross subject boundaries through thinking that touches on language, literature and civilisation. Some questions about the Ancient World have not yet been answered; others are unanswerable but worth asking. The study of classical subjects is interdisciplinary. All four classical subjects can involve literature, history, philosophy and the visual arts. Classics students can read, analyse and discuss texts and inscriptions in the original or translation, learning to link different sources and infer meaning from sometimes fragmentary or partisan evidence. Greece and Rome have also profoundly affected later developments in all these fields both in Britain and elsewhere. The influence of ancient myth - Orpheus, Oedipus, Antigone, Odysseus - has been particularly powerful. Whether pupils are looking at Victorian buildings, comparing democracy with communism, investigating the way their own language works or performing Shakespeare, their understanding can be informed and enriched by familiarity with the general classical background and with the specific allusions which are made. Since much of this cultural and linguistic heritage is shared by otherwise diverse and even antagonistic nations of the modern world, classics offers a useful perspective from which to develop a European awareness and to approach some aspects of multi-cultural education.

At BGGs we teach OCR GCSE Route 1 Classical Civilisation. Currently OCR is the only exam board offering Classical Civilisation for GCSE. OCR's GCSE (9–1) in Classical Civilisation has been designed to provide students with a broad, coherent and rewarding study of the culture of the classical world. It offers the opportunity to study elements of the literature and visual/material culture of the classical world, and acquire an understanding of their social, historical and cultural contexts. Students study one of two distinct components, each with clear and well-defined content, and strong supporting materials. One of the most valuable features of the specification is an emphasis on enabling students to respond to and engage with a wealth of sources and ideas, equipping them with readily transferable, analytical skills. We have chosen Route 1

as it offers the study of myth and religion, which are the basics for any classicist. Choosing a different route, students still would have to learn about myth and religion, otherwise they would not understand most of the aspects of the Ancient World. As the second component of Route 1, we have chosen Roman City Life which has always been one of the most popular topics to study. In this component students will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. The Literature topics examine poetry and prose, fiction and non-fiction texts to provide students with an introduction to a variety of literature. The Satires of Horace and Juvenal, fiction of Petronius and letters of Pliny will give our pupils an insight into different literary styles and techniques, as well as into interesting areas of Roman life and society. We believe that the topics we have chosen are the most suitable to provide our students with an exciting and enjoyable GCSE course.

Curriculum Implementation

Classics Curriculum ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all students. It is important that our students develop progressive skills of a classicist throughout their time at BGGs and do not just learn a series of facts about the past. In Classics, pupils find evidence, weigh it up and reach their own conclusion. To do this successfully, as classicists, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

Surface learning focuses on knowledge and skills building and deep learning focuses on application of the knowledge and steers students towards more abstract and creative thinking.

Latin & Greek Literature in translation is a mandatory part of the study of the chosen specification. Students will be expected to respond to these in the assessment and demonstrate knowledge and understanding of the contexts of these sources and the intention behind their production. They should also be prepared to discuss possible different interpretations of sources, such as those offered by an ancient and modern audience. Questions using these sources in the assessment will assume students are familiar with these details and will expect them to be prepared to discuss their content. Therefore, students read Latin & Greek Literature in translation in majority of Classics lessons and teachers monitor their comprehension.

Some students know when they understand what they read; others need more help from the teachers. Teachers provide students with targeted vocabulary and questions to help them understand the text. Also, teachers encourage students to use story boards, chains of events, mind maps, Venn Diagrams, true & false quizzes, and any other relevant techniques to help students with comprehension. Weaker students are often given pictures to help them understand the text or pictures and sentences to match them after they have read the text. To check students understanding of the text, they are encouraged to summarise what they have read, to explain it to other students, or to challenge more able, to write their own versions / ending of the stories they have read. All lessons include challenge tasks. Usually, students have a choice of tasks, from very basic to an advanced task, so they can complete the one, which is challenging for them, regardless their ability. Other challenges include: asking students to be creative or to complete a research, to prepare a class presentation on a topic we do not study in lessons, asking deeper questions, advanced learners work independently on their projects, or work with other students to share their ideas on an assignment that is more complex or involved. Students are using OCR GCSE textbook, the only textbook available on the market. The content of the textbook, literature & the archaeological evidence, is often too challenging for the weaker students. Therefore, differentiated worksheets are often used in lessons. More Able students are given a chance to read A level Classical Civilisation textbooks and some academic articles. This specification gives the opportunity to explore both ancient Greece and Rome thematically, creating a wide ranging and challenging course of study. Also, the opportunity to study a wide range of topics and sources, including both literature and visual/ material culture, inspires and motivates students to engage further with the classical world, but proves to be very challenging for some of the students.

The curriculum is designed to make sure that the content is not taught as facts to be memorised but the way that helps students to acquire different concepts and, therefore, helps pupils develop their understanding of the subjects and progress in their learning. Discussion and debate are a regular feature of lessons, as well as regular spiraling back to ensure key content is secure.

The key concepts play an important role in planning the curriculum. Thinking about the key concepts for teaching Classics when planning the curriculum, helps the teachers to focus on what is important within the subject and how we can help learners make progress in understanding these things. Access to the key concepts means that the students should be aiming to think and behave like classicists. The key concepts are also used in the long-term planning to help the students understand the subject and make progress. The curriculum is designed the way that it provides opportunities to revisit both the substantive and disciplinary concepts. The learners need to grasp a more basic concept before going on to the more complex one. For example, students have to learn about the symbols and responsibilities of Greek gods first, before they move on to discussing advantages and disadvantages of anthropomorphism or the nature of the polytheistic religion. The curriculum is designed the way that the sequence of units and the sequence of lessons make sense, and the students have sufficient background knowledge from previous units or lessons to undertake the next. We teach both components of the specification in the textbook order, as this is the easiest way for the students to understand all the secondary-order concepts: similarity and difference, cause and consequence, change and continuity and significance. The topics in the first component overlap and if the order was changed, the students would struggle to understand the topics. In the second component, they have to study first 'Culture' to be able to analyse, fully understand and appreciate the hidden messages in the 'Literature' topic.

Curriculum Impact

Students would be expected to demonstrate the following at the end of each key stage -

- KS1 – Achieve secure 'KS1 KPIs' in majority of activity areas
- KS2 – Achieve secure 'Year 6 KPIs' in majority of activity areas
- KS3 – Achieve secure 'Year 8 KPIs' in majority of activity areas
- KS4 – Achieve excelling 'Year 8 KPIs' in majority of activity areas

By the end of KS4 students should have developed:

- A secure knowledge and understanding of people, events and contexts of the Ancient World.
- The ability to think critically about Classics and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate, and accurate classical evidence derived from a range of sources.
- A passion for Classics and an enthusiastic engagement in learning, which develops their sense of curiosity about the Ancient World and their understanding of how and why people interpret the past in different ways.
- The appreciation of Classics and the impact of the Ancient World on the modern societies.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of Classics topics.
- Excellent understanding of the GCSE content and Examination skills.

The summative assessment to check for overall fluency and knowledge retention of students takes place after each topic. The formative assessment is embedded in lesson plans, in form of peer & self-assessment, quizzes, visuals to demonstrate learning (e.g., diagrams, charts), questioning and verbal feedback, to highlight strengths and areas for improvement. Gaps in knowledge are quickly identified and corrections and improvements are promoted (reflection time in lessons). Metacognitive strategies are used to help student to understand the way they learn. Students are encouraged to 'think aloud' especially when struggling with reading comprehension or problems solving, they are given but also asked to create their own check lists and knowledge organisers, to support pupils in the decision-making process, and self-evaluation. The importance of low stake testing is valued by the department, as we believe that the students should be given the opportunity to try, make mistakes and to learn from them. Multiple choice quizzes, quick quiz with answers in books, key words tests, labelling a diagram from memory or recalling key facts/dates/people from memory are often used as starters or plenaries in Classics lessons. Explicit teacher modelling is used when practising exam style question, short and long essays.

RESOURCES:

1. Text book: B. Greenley, D. Menashe, J. Renshaw, OCR Classical Civilisation; GCSE Route 1; Myth & Religion, Bloomsbury
2. Most Able students:
 - S. Knights, OCR Classical Civilisation A level, The World of the Hero, Bloomsbury
 - A. Mitropoulos, T. Morrison, J. Renshaw, OCR Classical Civilisation A level, Greek Religion & Democracy, Bloomsbury
 - R. Hancock-Jones, J. Renshaw, OCR Classical Civilisation A level, Greek Theatre & Imperial Image, Bloomsbury
3. Ancient Sources: Greek & Latin Literature in translation: Homer, Homeric Hymns, Ovid, Horace, Vergil, Martial, Pliny
4. PPTs and Worksheets on the SharePoint
5. <https://www.bloomsbury.com/cw/ocr-gcse-classical-civilisation/>
6. <https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/>

Component Group 1: Thematic Study: Myth and Religion

Component Group 2: Literature and Culture: Roman City Life

Assessment Objectives

AO1 Demonstrate knowledge and understanding of a) Literature from the classical world b) Visual / material culture from the classical world c) How sources reflect their cultural context d) Possible interpretations of sources by different audiences and individuals.

AO2 a) Analyse, interpret and evaluate literature from the classical world. b) Analyse, interpret and evaluate visual/ material culture from the classical world.

c) Using evidence and producing coherent and reasoned arguments.