



Curriculum Intent

Classical World is still around us and at BGGs 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 are able to 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 actually 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 BGGs we aim to create the very best classicists, teaching Classical Civilisation in Year 7 & 8. 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 KS3 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.

In Year 7 our pupils are studying: introduction to archaeology, Early Greek Civilisations, Aesop's fables, mythology, Greek theatre, Greek religion, Olympics and political systems of Greece. In year 8 pupils study: Legend of Rome, introduction to Latin, different aspects of everyday life, Roman religion, slavery, crime & punishment, Roman entertainment, Roman art, Pompeii, Roman Republic & Caesar, Roman Empire & Augustus, Roman Britain, Roman legacy but also some aspects of history of Ancient Egypt, like life of Cleopatra and Egyptian beliefs in life after death. Although history of Egypt is not a part of Classics but Egyptology, every year our students have shown a great interest in these topics, so we have decided to include them in the SoW.

At Lady Royd Primary pupils study the ancient Greeks and the Romans as part of the history national curriculum. In Year 3, throughout the study of Greek mythology, they learn about Ancient Greeks and their influence on the European culture. Also, in Year 3 pupils at Lady Royd learn about Pompeii and eruption of Vesuvius, and in Year 4 they study the impact of the Roman Empire on Britain. Although some of the topics covered in primary school overlap with the topics we study in Year 7 & 8, at KS3 they are taught in more depth. For example, studying Pompeii in Year 3 pupils concentrate on reading Pliny's account of the events, and in year 8 we are focusing on the new archaeological discoveries in Pompeii and Herculaneum, and the explanation of why Pompeii is important for the classicists and archaeologists researching life in a Roman town. The content is never repeated at the same depth.

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 (for example: Year 7s learn about the beginnings of democracy and structure of the Greek society and Year 8s study different aspects of ancient but also modern slavery). Classics curriculum also gives our students opportunities to develop a high level of literacy (writing their own fables and myths) 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. The topics we have chosen to teach at BGGs should help our students to understand the importance of having the classical background in their education.

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 in application of the knowledge and steers students towards more abstract and creative thinking.

In 2020/2021 we would like to concentrate on improving KS3 SoW and to provide differentiated resources for each Classics lesson. There are no specific textbooks for Classical Civilisation KS3. Teachers are using a range of handouts, including GCSE style exam questions, primary & secondary sources, mythology books, Cambridge Latin Books and OCR Classical Civilisation GCSE textbook. Students read 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. Some students complete GCSE style questions. 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.

In Classics, we also implement our curriculum through a range of teaching approaches including role play, games and creative tasks as well as more traditional source-based questions and essay writing. Discussion and debate are a regular feature of lessons, as well as regular spiraling back to ensure key content is secure.

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.

Our approach to medium-term planning is not underpinned by just one secondary-order key concept but a sequence of short topics, which include more disciplinary concepts. For example, in the first half term our pupils learn about archaeology and different Early Greek Civilisations, and these topics are based around the following secondary order concepts: cause & consequence, change & continuity, similarity & difference. Studying numerous, short topics, instead of concentrating on only one topic through the half term, enables us to expose the students to more aspects of the Ancient World. In Classics, given 1 hr a week of teaching, smaller units are more beneficial. Also, introducing more disciplinary concepts in one topic, instead of studying just one disciplinary concept per half-term, enables us to introduce more topics in KS3.

The key concepts play an important role in planning the curriculum too. 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 importance of the gods in politics, theatre or everyday lives of the Greeks and Romans. 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 also have built in time for staff to explore areas that particularly interest them or a student, and at the end of the year we have time for teacher's / students' choice of the topics.

Curriculum Impact

By the end of KS3 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.

The summative assessment to check for overall fluency and knowledge retention of students takes place twice a year. 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.

RESOURCES:

1. Ancient Sources: Greek & Latin Literature in translation: Homer, Ovid, Horace, Vergil, Pliny
2. Cambridge Latin Books 1, 2, 3, 4
3. B. Walsh, Empires and Citizens, 2003
4. A.M. Wright, Greeks & Romans, Galore Park 2010
5. Most Able students: B. Greenley, D. Menashe, J. Renshaw, OCR Classical Civilisation; GCSE Route 1; Myth & Religion, Bloomsbury
6. PPTs and Worksheets on the SharePoint
7. <https://www.bloomsbury.com/cw/ocr-gcse-classical-civilisation/>
8. <https://www.clc.cambridgescp.com/home-clc>