

Curriculum Intent

Our Classics curriculum is designed to ensure that:

- Students are equipped with the discipline-specific knowledge and skills to allow them to develop an appreciation and understanding of the cultures and peoples of the ancient past.
- Students are given the chance to experience material related to the three main branches of Classics: language, civilisation and ancient history.
- Students develop critical thinking skills in regards to key questions pertaining to the material which the study.
- Students gain a deep understanding of the concepts which made ancient societies different from our own.
- Students understand the place of Classics as a discipline in the development of modern societies.
- The use of primary sources is at the core of what student study and that students become familiar with the unique styles and nuances of ancient materials.
- Students' cultural capital is developed and heightened.

How does the KS3 curriculum build on that from KS2?

Since there is no guarantee that a student will have covered Classics in KS2 and, also, which materials they have covered, this curriculum assumes no previous knowledge of the material covered. Naturally, some students will have encountered some of the content previously, either in school or due to their own interests, but this cannot be presumed. However, students will have encountered foreign languages in KS2 and students will continue to build on these skills with their study of Latin in Year 7.

What do students do with their acquired knowledge and skills?

Students:

- Use their Latin skills to translate passages of Latin. This strengthens their understanding of the language whilst providing them the opportunity to learn more about Roman culture through the passages which they read.

- Apply their knowledge of the culture of Greek society as expressed in the Epic Cycle to better understand the sources which comprise it.
- Critically examine the political systems of the Late Roman Republic and consider how the actions of Caesar and Octavian precipitated its collapse and replacement with the principate.

How does the curriculum align to and go beyond the National Curriculum?

By studying Classics, students will be able to broaden their understanding and appreciation of a culturally significant discipline.

Term	Year 7: Latin	Year 8: Classical Civilisations	Year 9: Ancient History
Autumn	<ul style="list-style-type: none"> • Understanding the key differences between English and Latin. • Learning what cases are and how these are used in Latin. • Learning how to translate basic Latin sentences which use a nominative and accusative nouns, including plurals. • Learning to recognise and translate masculine and feminine adjectives 	<ul style="list-style-type: none"> • To explore the stories about how the Trojan War began as told in a variety of sources from across a broad period of time. • To develop and understand of the important concepts and power structures in the Greek society as presented in the stories of the Trojan War. • Analysing the stories about the beginning of the Trojan War using this conceptual knowledge to assist in developing an understanding of the themes present in these stories. • Developing an understanding of the key characters in the stories of the Trojan Wars. 	<ul style="list-style-type: none"> • Students will gain and understanding of the differences between monarchy, republic and democracy and explore the pros and cons of these systems. • Students will establish a strong understanding of the political structures of the Late Roman Republic, in particular the voting systems which the Romans used and the magistracies which people could hold. Students will also learn about what the role of the Roman Senate was. • Students will study the rise of Julius Caesar, including his political career, his conquest of Gaul and the causes and result

			of his civil war with Pompey the Great.
Spring	<ul style="list-style-type: none"> • Learning how to translate masculine, feminine and neuter Latin adjectives. • Translating sentences which include prepositions which take the accusative case. • Learning about the importance of Mars to the Romans, specifically his connection to the founding of the city of Rome. • To understand the roles which Mercury, Dis Pater and Neptune played in Roman religion 	<ul style="list-style-type: none"> • Study select sections from the <i>Iliad</i> in order to understand both its place in the story of the Trojan War and its thematic significance. • Students will continue to develop their understanding of some of the key characters in the story of the Trojan War. 	<ul style="list-style-type: none"> • Students study the causes of Caesar's assassination and its aftermath. • Students will learn about Octavian's rise to power, including his early conflict with Antony and his later alliance with Antony and Lepidus (known as the 'Trimvirate'). They will learn about these three men divided the territory controlled by Rome between them and how the changes in this territory paved the way for civil war.
Summer	<ul style="list-style-type: none"> • Translating the perfect tense. • To understand the roles of Vesta, Proserpine, Mercury, Diana and Apollo in Roman religion. 	<ul style="list-style-type: none"> • Students will study select sections from the <i>Odyssey</i> in order to gain an appreciation of its narrative and its key themes. 	<ul style="list-style-type: none"> • Students will continue to learn about Octavian's rise to power, specifically his final conflict with Antony which ended with Octavian holding absolute power over Rome and its territories.

		<ul style="list-style-type: none"> Students will apply previously-studied concepts to the parts of the <i>Odyssey</i> being studied in order to better understand the narrative. 	<ul style="list-style-type: none"> Students will analyse primary sources in order to learn about how Octavian replaced the Roman Republic with the Roman Empire with him as the sole ruler. In doing so, students will consider how Octavian (who became known as Augustus) used propaganda in order to justify and protect his position. Following the conclusion of their study of the Late Republic, students study the impact of the Roman invasion of Britain on East Anglia. Students are introduced to the significance of Stonea Camp near March, a sight of a major battle which might have led to the rise of Boudicca as queen of the Iceni. Students then study Boudicca's rebellion.
Rationale for this sequencing	Students spend this year gaining an understanding of an ancient language: Latin. The study of ancient languages is one of the branches of Classics which students will have the option of studying at GCSE. will gain a grounding in the basics of the Latin	The lessons in Year 8 allow students to study ancient literature and mythology in the form of the stories of the Trojan War. Students begin by gaining an understanding of the narrative's main characters and developing knowledge of the	Students will explore ancient history in Year 9, specifically by studying how the Roman Republic collapsed in the 1 st century BC and how it was replaced by the Roman Empire under the control of the Emperor Augustus. Students will begin by developing an

	<p>language. The level of complexity in the Latin being translated will increase gradually over the course of the year. Eventually, students will have enough of an understanding of Latin grammar and vocabulary that they will be able to engage with Latin stories about the Roman gods. Students will use these stories to develop an understanding of the roles of a number of Roman gods in Roman religion. Students can continue to develop these skills in optional, after-school lessons during Year 8.</p>	<p>conceptual underpinnings of the Greek society. Students will then apply this knowledge whilst reading a variety of primary sources in order to develop and deepen their knowledge of the Trojan War. Students will be taught these stories exclusively through primary sources in order to foster an appreciation of the nuances and cadences of these texts.</p>	<p>understanding of the political systems of the Late Republic which were later manipulated by Caesar and Augustus in order to allow them consolidate power. They then analyse Caesar's rise through this political structure before addressing his conquest of Gaul (a military success which massively increased Caesar's popularity) and the causes for his civil war with Pompey. In the case of the latter, students will engage with academic arguments relating to Caesar's decision to start a civil war. Following their study of Caesar, students turn their attention to his successor, Octavian, and analyse how Rome changed during his time and how his influence eventually led to the collapse of the Roman Republic. After concluding their studies of the Roman Republic, students then look at local links with the Roman Empire through a study of Roman East Anglia and Boudicca's rebellion in order to make clear to students how Roman history connects to present day Britian.</p>
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How and where do students build knowledge through KS3?

The KS3 curriculum is designed to allow students to build and develop their knowledge of the various branches of Classics across their three years of study. Students build knowledge through reading materials related to the topics which they are studying and deepen an appreciation of this knowledge by applying previously-studied concepts or content to their understanding of it.

