

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge /Skills revisited	What does good look like?	Resources/ support at home
	<b>The World of the Hero</b>	<p><b>Homer's Odyssey</b></p> <p><b>Literary techniques and composition</b></p> <ul style="list-style-type: none"> <li>• structure and plot of the epic</li> <li>• language of the epic including narrative and descriptive techniques and their effects; such as speeches, formulae, flashback, and similes</li> <li>• literary context in which the Odyssey was created and handed down including:               <ul style="list-style-type: none"> <li>• oral tradition and context</li> <li>• transmission of the text</li> <li>• whether it was the work of one or more poets</li> </ul> </li> </ul> <p><b>The heroic world: characterisation and themes</b></p> <ul style="list-style-type: none"> <li>• concept, values and behaviour of a hero, including the ideas of timē (honour) and kleos (reputation)</li> <li>• how the different societies depicted in the Odyssey are characterised and portrayed</li> <li>• characterisation of major and minor characters • nostos (homecoming)               <ul style="list-style-type: none"> <li>• disguise</li> <li>• recognition</li> <li>• fantasy and the supernatural</li> </ul> </li> </ul> <p><b>The social, cultural and religious context</b></p>	<p>Interpretive and analytic skills developed from GCSE (particularly History, English)</p>	<p>When studying literature learners will be required to show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• ways in which writers shape meanings in classical texts</li> <li>• ways in which classical texts might be interpreted by different readers or audiences both in an ancient and modern context</li> <li>• ways in which classical texts relate to the historical, social, political, religious and cultural contexts in which they are written and received</li> <li>• ways in which classical texts relate to literary traditions and genres of the classical world.</li> </ul> <p>When studying literature learners should be able to:</p> <ul style="list-style-type: none"> <li>• respond critically to texts and consider how the attitudes and values of the classical world or author are expressed</li> <li>• apply their knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical texts</li> </ul>	<p>Ensure students are accessing the required reading</p> <p>Discuss issues</p> <p>Ensure students are aware of where to find support materials - Google Classroom, &amp; OCR website</p>

		<ul style="list-style-type: none"> <li>• power of fate</li> <li>• role of the immortals</li> <li>• relationship between immortals and mortals</li> <li>• justice and revenge</li> <li>• hospitality and guest friendship (xenia)</li> <li>• family</li> <li>• relationships between men and women, parents and children</li> <li>• part played by women in the epic and their position in society</li> <li>• role of slaves</li> </ul>		<ul style="list-style-type: none"> <li>• use classical texts to demonstrate an understanding of the social, historical and cultural context of the classical world, with recognition, where appropriate, of the complex issues of reliability and the difference between what a text might say and what can be inferred from this</li> <li>• critically explore and explain the possibility of different responses to a text from different audiences, from the classical period, up until the modern day</li> </ul>	
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Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge /Skills revisited	What does good look like?	Resources/ support at home
	<b>Imperial Image (H408/22)</b>	<p><b>Divi filius</b></p> <ul style="list-style-type: none"> <li>the benefits for Augustus of associating himself with Julius Caesar, including:               <ul style="list-style-type: none"> <li>popularity with the plebeian class and the army</li> <li>military strength</li> <li>the illustrious men and gods that are ancestors of the Julian clan</li> <li>how he sought to achieve this association</li> <li>the possible dangers of association with Julius Caesar and how Augustus sought to distance himself from the problematic aspects of Julius Caesar’s public image</li> </ul> </li> </ul> <p><b>Imperator</b></p> <ul style="list-style-type: none"> <li>the presentation of Augustus as a capable military commander whose wars were glorious and impressive</li> <li>the reality of the military victories, including the involvement of Agrippa</li> <li>the portrayal and justification of civil wars</li> <li>the significance of the triumph in Roman society and of Augustus’ own triple triumph</li> <li>the presentation of campaigns at the edges of the Empire as beneficial to Rome, and to individual Romans</li> </ul> <p><b>‘Augustus’</b></p> <p>the idea of Augustus as Rome’s religious leader and representations of this role</p> <ul style="list-style-type: none"> <li>Augustus’ role in restoring religious observances that had fallen out of practice</li> <li>the restoration and building of temples and altars</li> </ul>	<p>Interpretive and analytic skills developed from yr13.</p> <p>Synoptic links and comparative skills developed</p> <p>Focus or ‘reception’</p>	<p>When studying literature learners will be required to show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>ways in which writers shape meanings in classical texts</li> <li>ways in which classical texts might be interpreted by different readers or audiences both in an ancient and modern context</li> <li>ways in which classical texts relate to the historical, social, political, religious and cultural contexts in which they are written and received</li> <li>ways in which classical texts relate to literary traditions and genres of the classical world.</li> </ul> <p>When studying literature learners should be able to:</p> <ul style="list-style-type: none"> <li>respond critically to texts and consider how the attitudes and values of the classical world or author are expressed</li> <li>apply their knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical texts</li> <li>use classical texts to demonstrate an understanding of the social, historical and</li> </ul>	<p>Ensure students are accessing the required reading</p> <p>Discuss issues</p> <p>Ensure students are aware of where to find support materials - Google Classroom, &amp; OCR website</p>

		<ul style="list-style-type: none"> <li>• the positions Augustus held in Roman civic religion and changes to religious practice in his reign, including:             <ul style="list-style-type: none"> <li>• the worship of the Lares</li> <li>• the worship of Augustus' family genius</li> <li>• representations of Augustus as personally close to the gods, including his relationship with Apollo, and the notion that he was semi-divine himself</li> </ul> </li> </ul> <p><b>Culture hero</b></p> <ul style="list-style-type: none"> <li>• Myths of the Saturnian Golden Age and Augustus as a new Saturn or a saviour</li> <li>• Augustus' improvements to the city of Rome and the quality of life of Roman citizens, including the building programme</li> <li>• the significance of the Secular Games</li> <li>• the use of the iconography and language of peace and plenty</li> </ul> <p><b>Pater Patriae</b></p> <ul style="list-style-type: none"> <li>• the significance of the title Pater Patriae and Augustus' presentation as a father to the Roman state</li> <li>• the encouragement of morality and "proper" behaviour regarding marriage, adultery, childbearing, religion and luxury</li> <li>• Augustus as a role model for proper Roman male behaviour, including:             <ul style="list-style-type: none"> <li>• modest living</li> <li>• personal qualities of virtus (valour, manliness, excellence and courage); clementia (mercy, clemency); pietas (duty to the gods, state, and family); iustitia (justice, fairness, equity)</li> <li>• the intended role of the imperial family as role models</li> </ul> </li> </ul>		<p>cultural context of the classical world, with recognition, where appropriate, of the complex issues of reliability and the difference between what a text might say and what can be inferred from this</p> <ul style="list-style-type: none"> <li>• critically explore and explain the possibility of different responses to a text from different audiences, from the classical period, up until the modern day.</li> </ul> <p>When studying visual/material culture learners will be required to show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the appearance, style, content and original location (as applicable) of the sources</li> <li>• what the sources can tell us about the classical world, and what they cannot</li> <li>• the ways in which the social, political, religious and cultural context of production impacts on the creation of visual/material culture</li> </ul> <p>appropriate methods of analysis and interpretation, including issues of purpose, production and form</p> <ul style="list-style-type: none"> <li>• the range of possible interpretations of visual/material culture when looked at from different perspectives, in an ancient and modern context</li> </ul> <p>When studying visual/material culture learners should be able to:</p>	
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		<p><b>Later representations</b></p> <ul style="list-style-type: none"> <li>• The effectiveness of Augustus' self-presentation in creating an imperial image that lasted beyond his lifetime through an examination of later sources, including:</li> <li>• selections from Suetonius' Lives of the Twelve Caesars</li> <li>• the Sebasteion at Aphrodisias</li> </ul>		<ul style="list-style-type: none"> <li>• respond critically to artefacts, identifying different possible interpretations, taking account of issues such as those of audience and purpose</li> <li>• know and understand how materials and artefacts relate to their wider context and how this social, historical, political, religious and cultural context affected their creation and interpretation</li> <li>• evaluate the usefulness of visual/material culture when investigating the classical world</li> <li>• apply their knowledge of cultural contexts to support, substantiate and inform their judgements</li> <li>• use their understanding of visual/material culture to demonstrate an understanding of the social, historical and cultural context of the classical world with recognition, of the limitations of evidence (such as the issue of fragmentary or relocated material)</li> <li>• critically explore and explain the possibility of different responses to materials from different audiences, from the classical period, up until the modern day.</li> </ul>	
	<p><b>Democracy and the Athenians (H408/34)</b></p>	<p><b>Solon</b></p> <ul style="list-style-type: none"> <li>• Solon's reforms</li> <li>• seisachtheia</li> <li>• property classes, their rights and obligations</li> <li>• possible introduction of a Council of 400</li> <li>• archonship</li> </ul>	<p>Interpretive and analytic skills developed from yr13.</p>	<p>When studying classical thought learners will be required to show knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the development of thought and ideas; how and why they emerged and how this</li> </ul>	<p>Ensure students are accessing the required reading</p>

	<ul style="list-style-type: none"> <li>• Areopagos</li> <li>• assembly</li> <li>• changes to Draco’s lawcode</li> <li>• responses to and consequences of his reforms, and their relationship to the development of democracy</li> </ul> <p><b>Cleisthenes</b></p> <ul style="list-style-type: none"> <li>• reforms of Cleisthenes:</li> <li>• demes</li> <li>• tribes</li> <li>• Council of 500 (Boule)</li> <li>• sortition</li> <li>• possible introduction of ostracism</li> <li>• subsequent introduction of strategoi (generals)</li> <li>• responses to and consequences of his reforms</li> <li>• the extent to which these reforms redefined how Athenians viewed themselves in relation to each other and the state</li> </ul> <p><b>5th Century developments</b></p> <ul style="list-style-type: none"> <li>• selection of archons by lot</li> <li>• the role of the Athenian Empire in the development of democracy</li> <li>• the reforms of Ephialtes and Pericles and their consequences</li> <li>• change in powers of the Areopagus</li> <li>• payment for office</li> <li>• citizenship laws</li> <li>• the organs of democracy</li> <li>• the Assembly: organisation of meetings and importance of public speaking skills</li> <li>• the Boule: function and powers</li> <li>• the law-courts: function and powers</li> </ul>	<p>Synoptic links and comparative skills developed</p> <p>Focus or ‘reception’</p>	<p>was influenced by their broader cultural context</p> <ul style="list-style-type: none"> <li>• the influence of thought and ideas on the social, political, religious and cultural context of the classical world</li> <li>• ways in which these ideas and concepts can be interpreted, both in an ancient and modern context.</li> </ul> <p>When studying classical thought learners should be able to:</p> <ul style="list-style-type: none"> <li>• respond critically to the ideas and concepts studied, considering how they reflect the social, historical, political, religious and cultural context</li> <li>• apply their knowledge of cultural contexts to support, substantiate and inform their judgements</li> <li>• use their understanding of classical ideas and thinkers to demonstrate an understanding of the social, historical, and cultural context of the classical world</li> <li>• critically explore and explain the possibility of different interpretations of ideas from different audiences, from the classical period, up until the modern day.</li> </ul> <p>When studying literature learners will be required to show knowledge and understanding of:</p>	<p>Discuss issues</p> <p>Ensure students are aware of where to find support materials - Google Classroom, &amp; OCR website</p>
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	<ul style="list-style-type: none"> <li>• qualification and accountability of magistrates</li> <li>• demagogues and their influence, including exploitation of the lawcourts</li> </ul> <p><b>Democracy idealised</b></p> <ul style="list-style-type: none"> <li>• the ways in which the Athenians viewed democracy as giving them a distinct identity</li> <li>• what were regarded as the main benefits of democracy to the Athenians</li> <li>• how and why this identity and these benefits were portrayed by 5th century BC sources, including:             <ul style="list-style-type: none"> <li>• the portrayal of Athens and its democracy by tragic dramatists</li> <li>• Thucydides' portrayal of Athens under Pericles and the contrast with Athens under his successors</li> </ul> </li> </ul> <p><b>Democracy critiqued</b></p> <ul style="list-style-type: none"> <li>• the ideas in the set sections of the Old Oligarch's Constitution of the Athenians:             <ul style="list-style-type: none"> <li>• why he feels democracy works for the Athenians, and its main beneficiaries</li> <li>• why he disapproves of the Athenian democratic constitution</li> </ul> </li> <li>• Plato's criticisms of democracy as illustrated in the set sections of the Republic:             <ul style="list-style-type: none"> <li>• the idea of a common good</li> <li>• the benefits of philosopher rulers</li> <li>• the dangers of rule by the people</li> <li>• the dangers of 'popular' leaders and sophists</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ways in which writers shape meanings in classical texts</li> <li>• ways in which classical texts might be interpreted by different readers or audiences both in an ancient and modern context</li> <li>• ways in which classical texts relate to the historical, social, political, religious and cultural contexts in which they are written and received</li> <li>• ways in which classical texts relate to literary traditions and genres of the classical world.</li> </ul> <p>When studying literature learners should be able to:</p> <ul style="list-style-type: none"> <li>• respond critically to texts and consider how the attitudes and values of the classical world or author are expressed</li> <li>• apply their knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical texts</li> <li>• use classical texts to demonstrate an understanding of the social, historical and cultural context of the classical world, with recognition, where appropriate, of the complex issues of reliability and the difference between what a text might say and what can be inferred from this</li> <li>• critically explore and explain the possibility of different responses to a text</li> </ul>	
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