

## Key Stage 5 Subject Timeline

Subject: Classics

Exam Board: OCR

KS5 Classics - Year 12					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>In depth reading of Homer's Odyssey</b></p> <ul style="list-style-type: none"> <li>- structure/plot of the epic</li> <li>- language of the epic</li> <li>- literary context in which the Odyssey was created and handed down</li> </ul>	<p><b>In depth analysis of themes Homer's Odyssey</b></p> <ul style="list-style-type: none"> <li>- behaviour of a hero</li> <li>- nostos (homecoming)</li> <li>- disguise</li> <li>- recognition</li> <li>- fantasy and supernatural</li> </ul>	<p><b>Greek Art</b></p> <ul style="list-style-type: none"> <li>- Architectural sculpture (pediments; metopes; friezes)</li> <li>10 case studies from different eras of Greek art</li> </ul>	<p><b>Greek Art</b></p> <ul style="list-style-type: none"> <li>- Architectural sculpture (pediments; metopes; friezes)</li> <li>10 case studies from different eras of Greek art</li> </ul>	<p><b>Greek Art</b></p> <ul style="list-style-type: none"> <li>- Free standing sculpture</li> <li>16 case studies from different eras of Greek art</li> </ul>	<p><b>Greek Art</b></p> <ul style="list-style-type: none"> <li>- Vase painting</li> <li>13 case studies from different eras of Greek art</li> </ul>
<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- analysis of the narrative and descriptive techniques used and their effects, such as speeches, formulae, flashback, and similes</li> <li>- Research into oral tradition and context</li> <li>- analysis of whether it was the work of one or more poets</li> <li>- understanding of Greek customs/moral behaviour e.g. timē (honour), kleos (reputation) and xenia (hospitality)</li> <li>- analysis of how different societies depicted in the Odyssey are characterised and portrayed</li> <li>- Research/interpret different forms of classical scholarship and form opinions on the academia</li> </ul>		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- analysis of the appearance, style, content, and original location (as applicable) of the sources</li> <li>- Research what the sources can tell us about the classical world / their limitations</li> <li>- analysis of the ways in which the social, political, religious, and cultural context of the architecture/sculpture impacts on the creation of visual/material culture</li> <li>- appropriate methods of analysis and interpretation, including issues of purpose, production, and form</li> <li>- explore the range of possible interpretations of visual/material culture when looked at from different perspectives, in an ancient and modern context</li> </ul>		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- analysis of the appearance, style, content, and original location (as applicable) of the sources</li> <li>- Research what the sources can tell us about the classical world / their limitations</li> <li>- analysis of the ways in which the social, political, religious, and cultural context of the architecture/sculpture impacts on the creation of visual/material culture</li> <li>- appropriate methods of analysis and interpretation, including issues of purpose, production, and form</li> <li>- explore the range of possible interpretations of visual/material culture when looked at from different perspectives, in an ancient and modern context</li> </ul>	
<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>-To be able to explain the context in which the poem was performed within the Greek world</li> <li>-To be able to explain how the structure of the poem impacts its effectivity</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>-To be able to understand the social, cultural, and religious context of Homer's poem</li> <li>-To be able to explain the role of the immortals; relationships between men and women; the role of women within the epic</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>-To be able to respond critically to artefacts, identifying different possible interpretations, taking account of issues such as those of audience and purpose</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>-To be able to understand how materials and artefacts relate to their wider context and how the social, historical, political, religious, and cultural context affected their creation and interpretation</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>- To be able to apply knowledge of cultural contexts to support, substantiate and inform judgements</li> <li>- To be able to explain stylistic features/development of vase painting over time</li> </ul>	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> <li>- To be able to 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>

Key Stage 5 Subject Timeline

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Exam Board: OCR

KS5 Classics - Year 13					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>In depth reading of Virgil's Aeneid</b></p> <ul style="list-style-type: none"> <li>- structure/plot of the epic</li> <li>- language of the epic</li> <li>- literary context in which the Aeneid was written</li> <li>- Homeric influence</li> </ul>	<p><b>In depth analysis of themes Virgil's Aeneid</b></p> <ul style="list-style-type: none"> <li>- behaviour of a hero</li> <li>- importance of fate and destiny</li> <li>- portrayal of war</li> <li>- portrayal of different nations; Trojans, Greeks, Carthaginians, Italians</li> </ul>	<p><b>Love &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>- Men and women in the Greek and Roman world</li> <li>- Love &amp; Relationships as represented in Greek &amp; Roman poetry</li> <li>- Ovid (Roman)</li> <li>- Sappho (Greek)</li> </ul>	<p><b>Love &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>- Love &amp; Relationships as represented in Greek &amp; Roman philosophy</li> <li>- Plato(Greek)</li> <li>- Seneca (Roman)</li> <li>- Comparisons between Plato/Seneca's views on Love and desire</li> </ul>	<p><b>World of the Hero Revision (ongoing)</b></p> <ul style="list-style-type: none"> <li>- characterisation</li> <li>- themes</li> <li>- context</li> </ul> <p><b>Greek Art revision</b></p> <ul style="list-style-type: none"> <li>- Architectural sculpture</li> <li>- Free standing sculpture</li> <li>- Vase painting</li> </ul>	<p><b>World of the Hero Revision (ongoing)</b></p> <ul style="list-style-type: none"> <li>- characterisation</li> <li>- themes</li> <li>- context</li> </ul> <p><b>Love &amp; Relationships Revision</b></p> <ul style="list-style-type: none"> <li>- Poetry &amp; Philosophy</li> <li>- Comparisons of Greek/Roman attitudes/beliefs</li> </ul>
<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- analysis of moral values implicit in the Aeneid including <i>pietas</i> (duty to gods, state, and family) and its contrast with <i>furor</i></li> <li>- explore the role of Aeneas in Rome's Imperial destiny</li> <li>- analyse ways in which writers shape meanings in classical texts</li> <li>- explore ways in which classical texts might be interpreted by different readers or audiences both in an ancient and modern context</li> <li>- analysis of ways in which classical texts relate to literary traditions and genres of the classical world.</li> <li>- analysis of the ways in which the social, political, religious, and cultural context of the poem impacts on how it was received in the ancient world</li> <li>- Research/interpret different forms of classical scholarship and form opinions on the academia</li> </ul>		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- analysis of Greek and Roman thinking regarding: the ideal qualities of men and women; the relative status of men and women domestically, civically, and legally</li> <li>- In depth analysis of Greek and Roman thoughts about marriage, including: what makes a good marriage; the joy and benefits of marriage; relative sexual freedom allowed for men and women; attitudes towards adultery</li> <li>- Explore ideas regarding the nature of 'good' and 'bad' conduct of men and women in the ancient world</li> <li>- Analyse in the works of Ovid/Sappho the representation of: love and desire; men and women; sex; marriage; society and values</li> <li>- Analyse in the works of Ovid/Sappho the representation of: the definitions of love; the physical symptoms of desire; the differences between love and desire; how and why desire should be controlled; how and why desire can be resisted; homoerotic relationships</li> </ul>		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> <li>- factual recall of dates/time period/artists of the prescribed sources for Greek Art and Love &amp; Relationships</li> <li>- Retrieval practise relating to characterisation/themes/cultural context of both epics</li> <li>- Assessment of exam questions – 3 types: 10 marks, 20 marks, 30 marks for each unit – Understanding of AOs: <b>A01</b></li> <li>Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> <li>- Literature; visual/material culture and classical thought</li> <li>- how sources and ideas reflect, and influence, their cultural contexts</li> <li>- possible interpretations of sources, perspectives and ideas by different audiences and individuals.</li> </ul> </li> <li><b>A02</b></li> <li>Critically analyse, interpret, and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments.</li> </ul>	

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<p><u>Endpoint</u>  <i>-To be able to explain the context in which the poem was written within the Roman world</i>  <i>-To be able to explain ways in which The Aeneid relates to the historical, social, political, religious, and cultural contexts in which it was written and received</i></p>	<p><u>Endpoint</u>  <i>-To be able to apply knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical text</i>  <i>- To be able to 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</i></p>	<p><u>Endpoint</u>  <i>-To be able to respond critically to the ideas and concepts studied, considering how they reflect the social, historical, political, religious, and cultural context</i>  <i>- To be able to apply knowledge of cultural contexts to support, substantiate and inform judgements</i>  <i>- To be able to use understanding of classical ideas and thinkers to demonstrate an understanding of the social, historical, and cultural context of the classical world</i></p>	<p><u>Endpoint</u>  <i>-To be able to critically explore and explain the possibility of different interpretations of ideas from different audiences, from the classical period, up until the modern day.</i>  <i>- To be able to appreciate and understand the influence of thought and ideas on the social, political, religious, and cultural context of the classical world</i>  <i>- To be able to explore ways in which these ideas and concepts can be interpreted, both in an ancient and modern context.</i></p>	<p><u>Endpoint</u>  <i>- To be able to apply knowledge to assessment criteria</i>  <i>- To be able to apply retrieval practise to respond to exam questions</i>  <i>- To be able to competently respond to exam questions and be aware of the marking criteria</i>  <i>- To be able to respond to exam questions within the relevant time frame of each exam</i></p>	<p><u>Endpoint</u>  <i>- To be able to apply knowledge to assessment criteria</i>  <i>- To be able to apply retrieval practise to respond to exam questions</i>  <i>- To be able to competently respond to exam questions and be aware of the marking criteria</i>  <i>- To be able to respond to exam questions within the relevant time frame of each exam</i></p>
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