

Key Stage 5 Subject Timeline

Subject: Classics

Exam Board: OCR

KS5 Classics - Year 12					
Autumn		Spring		Summer	
<p>In depth reading of Homer's Odyssey</p> <ul style="list-style-type: none"> - structure/plot of the epic - language of the epic - literary context in which the Odyssey was created and handed down 	<p>Greek Art</p> <ul style="list-style-type: none"> - Free standing sculpture 16 case studies from different eras of Greek art 	<p>In depth reading of Homer's Odyssey</p> <ul style="list-style-type: none"> - structure/plot of the epic - language of the epic - literary context in which the Odyssey was created and handed down 	<p>Greek Art</p> <ul style="list-style-type: none"> - Architectural sculpture (pediments; metopes; friezes) 10 case studies from different eras of Greek art 	<p>In depth analysis of themes Homer's Odyssey</p> <ul style="list-style-type: none"> - behaviour of a hero - nostos (homecoming) - disguise - recognition - fantasy and supernatural - scholarship 	<p>Greek Art</p> <ul style="list-style-type: none"> - Vase painting 13 case studies from different eras of Greek art
<p><u>Key Concepts and skills – Homer's Odyssey</u></p> <ul style="list-style-type: none"> - analysis of the narrative and descriptive techniques used and their effects, such as speeches, formulae, flashback, and similes - Research into oral tradition and context - analysis of whether it was the work of one or more poets - understanding of Greek customs/moral behaviour e.g. timē (honour), kleos (reputation) and xenia (hospitality) - analysis of how different societies depicted in the Odyssey are characterised and portrayed - Research/interpret different forms of classical scholarship and form opinions on the scholarly views 		<p><u>Key Concepts and skills – Homer's Odyssey</u></p> <ul style="list-style-type: none"> - analysis of the narrative and descriptive techniques used and their effects, such as speeches, formulae, flashback, and similes - understanding of Greek customs/moral behaviour e.g. timē (honour), kleos (reputation) and xenia (hospitality) - analysis of how different societies depicted in the Odyssey are characterised and portrayed - Research/interpret different forms of classical scholarship and form opinions on the scholarly views 		<p><u>Key Concepts and skills – Homer's Odyssey</u></p> <ul style="list-style-type: none"> - analysis of the narrative and descriptive techniques used and their effects, such as speeches, formulae, flashback, and similes - understanding of Greek customs/moral behaviour e.g. timē (honour), kleos (reputation) and xenia (hospitality) - analysis of how different societies depicted in the Odyssey are characterised and portrayed - Research/interpret different forms of classical scholarship and form opinions on the scholarly views 	
<p><u>Key Concepts and skills – Greek Art</u></p> <ul style="list-style-type: none"> - analysis of the appearance, style, content, and original location (as applicable) of the sources - Research what the sources can tell us about the classical world / their limitations - analysis of the ways in which the social, political, religious, and cultural context of the 		<p><u>Key Concepts and skills – Greek Art</u></p> <ul style="list-style-type: none"> - analysis of the appearance, style, content, and original location (as applicable) of the sources - Research what the sources can tell us about the classical world / their limitations - 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 - appropriate methods of analysis and interpretation, including issues of purpose, production, and form 		<p><u>Key Concepts and skills – Greek Art</u></p> <ul style="list-style-type: none"> - analysis of the appearance, style, content, and original location (as applicable) of the sources - Research what the sources can tell us about the classical world / their limitations - 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 - appropriate methods of analysis and interpretation, including issues of purpose, production, and form 	

Key Stage 5 Subject Timeline

Subject: Classics

Exam Board: OCR

<p>architecture/sculpture impacts on the creation of visual/material culture</p> <ul style="list-style-type: none"> - appropriate methods of analysis and interpretation, including issues of purpose, production, and form - explore the range of possible interpretations of visual/material culture when looked at from different perspectives, in an ancient and modern context 		<p>- explore the range of possible interpretations of visual/material culture when looked at from different perspectives, in an ancient and modern context</p>		<p>- explore the range of possible interpretations of visual/material culture when looked at from different perspectives, in an ancient and modern context</p>	
<p><u>Endpoint</u></p> <ul style="list-style-type: none"> -To be able to explain the context in which the poem was performed within the Greek world -To be able to explain how the structure of the poem impacts its effectivity -To be able to understand the social, cultural, and religious context of Homer's poem -To be able to explain the role of the immortals; relationships between men and women; the role of women within the epic 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> -To be able to respond critically to artefacts, identifying different possible interpretations, taking account of issues such as those of audience and purpose -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 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> -To be able to explain the context in which the poem was performed within the Greek world -To be able to explain how the structure of the poem impacts its effectivity -To be able to understand the social, cultural, and religious context of Homer's poem -To be able to explain the role of the immortals; relationships between men and women; the role of women within the epic 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> -To be able to respond critically to artefacts, identifying different possible interpretations, taking account of issues such as those of audience and purpose -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 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> - To be able to understand the social, cultural, and religious context of Homer's poem -To be able to explain the role of the immortals; relationships between men and women; the role of women within the epic 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> - To be able to apply knowledge of cultural contexts to support, substantiate and inform judgements - To be able to explain stylistic features/development of vase painting over time - 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.

Key Stage 5 Subject Timeline

Subject: Classics

Exam Board: OCR

KS5 Classics - Year 13					
Autumn		Spring		Summer	
<p>In depth reading of Virgil's Aeneid</p> <ul style="list-style-type: none"> - structure/plot of the epic - language of the epic - literary context in which the Aeneid was written - Homeric influence 	<p>Politics of the Late Republic</p> <ul style="list-style-type: none"> - background of the Late Republic - 80's BC and Sulla - 70's BC including the Trial of Verres and Cicero's outcome 	<p>In depth analysis of themes Virgil's Aeneid</p> <ul style="list-style-type: none"> - behaviour of a hero - importance of fate and destiny - portrayal of war - portrayal of different nations; Trojans, Greeks, Carthaginians, Italians 	<p>Politics of the Late Republic</p> <ul style="list-style-type: none"> - 60's BC and Introduction to the Triumvirate - 50's BC and Cicero's letter writing - 40's BC: civil war and the second triumvirate's formation. 	<p>World of the Hero Revision (ongoing)</p> <ul style="list-style-type: none"> - characterisation - themes - context <p>Greek Art revision</p> <ul style="list-style-type: none"> - Architectural sculpture - Free standing sculpture - Vase painting 	<p>World of the Hero Revision (ongoing)</p> <ul style="list-style-type: none"> - characterisation - themes - context <p>Politics of the Late Republic Revision</p> <ul style="list-style-type: none"> - Political turbulence - Cicero's literature
<p><u>Key Concepts and skills - Aeneid</u></p> <ul style="list-style-type: none"> - 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> - explore the role of Aeneas in Rome's Imperial destiny - analyse ways in which writers shape meanings in classical texts - explore ways in which classical texts might be interpreted by different readers or audiences both in an ancient and modern context - analysis of ways in which classical texts relate to literary traditions and genres of the classical world. - 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 - Research/interpret different forms of classical scholarship and form opinions on the academia 		<p><u>Key Concepts and skills - Aeneid</u></p> <ul style="list-style-type: none"> - 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> - explore the role of Aeneas in Rome's Imperial destiny - analyse ways in which writers shape meanings in classical texts - explore ways in which classical texts might be interpreted by different readers or audiences both in an ancient and modern context - analysis of ways in which classical texts relate to literary traditions and genres of the classical world. - 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 - Research/interpret different forms of classical scholarship and form opinions on the academia 		<p><u>Key Concepts and skills</u></p> <ul style="list-style-type: none"> - factual recall of dates/time period/artists of the prescribed sources for Greek Art and Politics of the Late Republic - Retrieval practise relating to characterisation/themes/cultural context of both epics - Assessment of exam questions – 3 types: 10 marks, 20 marks, 30 marks for each unit – Understanding of AOs: <u>A01</u> Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> - Literature; visual/material culture and classical thought - how sources and ideas reflect, and influence, their cultural contexts - possible interpretations of sources, perspectives and ideas by different audiences and individuals. <u>A02</u> Critically analyse, interpret, and evaluate literature, visual/material culture, and classical thought, using evidence to make substantiated judgements and produce coherent and reasoned arguments. 	

Key Stage 5 Subject Timeline

Subject: Classics

Exam Board: OCR

<p><u>Key Concepts and skills – Politics of the Late Republic</u></p> <ul style="list-style-type: none"> - Exploration of the social, political, and historical background of the Late Republic in Rome, including social hierarchy and the <i>cursus honorum</i> - Analysis of Cato and his role in society, and the influence of Stoic philosophy on his life - The reasons for, and the significance of, the First Triumvirate - In depth analysis of life of Julius Caesar, including - Exploration of Cicero’s political ideas in Rome and his attitudes to the senate, key politicians, and reforms - Analysis of <i>In Verrem</i> 1, including the courtroom setting, Roman legal oratory, themes of corruption and justice 		<p><u>Key Concepts and skills – Politics of the Late Republic</u></p> <ul style="list-style-type: none"> - Exploration of the social, political, and historical background of the Late Republic in Rome, including social hierarchy and the <i>cursus honorum</i> - Analysis of Cato and his role in society, and the influence of Stoic philosophy on his life - The reasons for, and the significance of, the First and Second Triumvirate - In depth analysis of life of Julius Caesar, including Civil War, his dictatorship, and the reasons for his assassination - Exploration of Cicero’s political ideas in Rome and his attitudes to the senate, key politicians, and reforms - Analysis of Cicero’s letters, including his relationships with his correspondents, the form and style of writing, recurring themes in the letters 			
<p><u>Endpoint</u></p> <ul style="list-style-type: none"> -To be able to explain the context in which the poem was written within the Roman world -To be able to explain ways in which <i>The Aeneid</i> relates to the historical, social, political, religious, and cultural contexts in which it was written and received -To be able to apply knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical text 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> -To be able to respond critically to the ideas and concepts studied, considering how they reflect the social, historical, political, and cultural context - To be able to apply knowledge of cultural contexts to support, substantiate and inform judgements - To be able to use understanding of classical ideas and thinkers, particularly Cicero, to demonstrate an understanding of the social, historical, and cultural context of the classical world 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> -To be able to explain the context in which the poem was written within the Roman world -To be able to explain ways in which <i>The Aeneid</i> relates to the historical, social, political, religious, and cultural contexts in which it was written and received -To be able to apply knowledge of cultural contexts to support, substantiate and inform evidence-based judgements about the classical text 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> -To be able to respond critically to the ideas and concepts studied, considering how they reflect the social, historical, political, and cultural context - To be able to apply knowledge of cultural contexts to support, substantiate and inform judgements - To be able to use understanding of classical ideas and thinkers, particularly Cicero, to demonstrate an understanding of the social, historical, and cultural context of the classical world 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> - To be able to apply knowledge to assessment criteria - To be able to apply retrieval practise to respond to exam questions - To be able to competently respond to exam questions and be aware of the marking criteria - To be able to respond to exam questions within the relevant time frame of each exam 	<p><u>Endpoint</u></p> <ul style="list-style-type: none"> - To be able to apply knowledge to assessment criteria - To be able to apply retrieval practise to respond to exam questions - To be able to competently respond to exam questions and be aware of the marking criteria - To be able to respond to exam questions within the relevant time frame of each exam

Key Stage 5 Subject Timeline

Subject: Classics

Exam Board: OCR

<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>	<i>- To be able to explore ways in which these ideas and concepts can be interpreted, both in an ancient and modern context</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>	<i>- To be able to explore ways in which these ideas and concepts can be interpreted, both in an ancient and modern context</i>		
--	---	--	---	--	--